



SCHOOL DOCUMENT NO. 14—1903

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON

1903



BOSTON
MUNICIPAL PRINTING OFFICE
1903



REPORT.

In compliance with the Statutes, and in accordance with the Rules of the School Board, the committee appointed to prepare the annual report of the School Committee for the year 1903 respectfully submit the following:

SCHOOL SYSTEM.

The public school system of Boston comprises¹ one Normal School (for girls), two Latin Schools (one for boys and one for girls), nine High Schools, the Mechanic Arts High School (for boys), fifty-eight Grammar Schools, six hundred and eighty-eight Primary Classes, seven Special Classes, eighty-nine Kindergartens, one School for the Deaf, an Evening High School and fourteen Evening Elementary Schools, six Evening Drawing Schools, a Special School on Spectacle Island, thirty-three Manual Training Schools, and twenty-eight Schools of Cookery.

STATISTICS.²

The following statistics are for the year ended June 30, 1903, excepting the number of children in Boston between the ages of five and fifteen years, and the number reported as attending public and private schools, which are from the census taken September 1, 1903:

Number of children in Boston between the ages of five and fifteen Sept. 1, 1903	98,487
Number attending public schools Sept. 1, 1903	74,312
Number attending private schools Sept. 1, 1903	16,254

¹ June 30, 1903.

² Other and more complete statistics may be found in School Documents Nos. 3 and 7, 1903.

Whole number of different pupils registered in the
public day schools during the year ended June 30,
1903 :

Boys, 49,953 ; girls, 47,918 ; total 97,871

REGULAR SCHOOLS.

Normal School.

Number of teachers	14
Average number of pupils belonging	225
Average attendance	220

Latin and High Schools.

Number of schools	12
Number of teachers	246
Average number of pupils belonging	6,275
Average attendance	5,896

Grammar Schools.

Number of schools	58
Number of teachers	1,054
Average number of pupils belonging	42,243
Average attendance	38,843

Primary Schools.

Number of schools	683
Number of teachers	688
Average number of pupils belonging	32,451
Average attendance	28,186

Kindergartens.

Number of schools	89
Number of teachers	170
Average number of pupils belonging	4,856
Average attendance	3,562

SPECIAL SCHOOLS.¹

Horace Mann School for the Deaf.

Number of teachers	15
Average number of pupils belonging	125
Average attendance	105

¹There are thirty-three Manual Training Schools and twenty-eight Schools of Cookery, but as the pupils of the regular public schools attend them they are not included in these tables.

Evening Schools.

Number of schools	15
Number of teachers	224
Average number of pupils belonging	6,249
Average attendance	4,618

Evening Drawing Schools.

Number of schools	6
Number of teachers	31
Average number of pupils belonging	691
Average attendance	498

Spectacle Island School.

Number of teachers	1
Average number of pupils belonging	10
Average attendance	9

Special Classes.

Number of classes	7
Number of teachers	7
Average number of pupils belonging	84
Average attendance	63

RECAPITULATION.

Number of schools:	
Regular	843
Special ¹	30
Number of teachers:	
In regular schools	2,172
In special schools ¹	278
Average number of pupils belonging:	
In regular schools	86,050
In special schools ¹	7,159
Average attendance:	
In regular schools	76,707
In special schools ¹	5,293

¹ Special classes included.

CORPORAL PUNISHMENT.

The question whether or not corporal punishment should be permitted in the public schools of Boston has arisen frequently, and has been very fully discussed at various times. Under the present rules such punishment may be inflicted only upon boys in the primary and grammar schools, and is restricted to blows on the hand with a rattan. In March, 1902, an order providing for the abolition of this means of enforcing discipline was introduced in the Board, and referred to the Committee on Rules and Regulations, who gave the matter very long and careful consideration, and in December of that year submitted a lengthy and interesting report upon the subject, from which we extract the following:

In 1867 the matter was very fully considered and an elaborate defence of corporal punishment was made in a report by Mr. Henry A. Drake. This report has been frequently quoted as an authority on that side of the question. In it, however, Mr. Drake is careful to limit the use of corporal punishment to "cases of gross impropriety, wilful and determined disobedience, and to persistent defiance of the regulations, or to the authority of the teacher," adding: "To this extent and no further do we propose to advocate it." In another part of his report Mr. Drake says: "Teachers lacking in capacity to govern or instruct too often attempt to supply their deficiency in personal power by the frequent use of the rod, 'keeping school' with a book in one hand and a stick in the other — the most perfect personification of petty tyranny. Nothing looks more suspicious than the constant occurrence of such reasons for corporal punishment as impertinence, inattention, disorder, restlessness, disturbance, playing, tardiness, not one of which, unless aggravated in its character, is worthy of it, but should be met by some other form of punishment. The kind, sympathetic teacher rarely reports impertinence as a cause for punishment, for it is generally the

reflection in the pupil of anger, undeserved reproof, or bitter sarcasm on the part of the teacher. Children would be more than human to sit quietly under the taunts and jokes which we have known some teachers to indulge in. Inattention and restlessness too often originate in the teacher's lack of ability to make the studies interesting; disorder, disturbance, playing, in a want of that quiet power which makes itself constantly felt as a check upon the pupils, or it may be in a most foolish waste of power, by attempting to enforce too strict discipline."

In 1879 (School Document of 1879, No. 2, p. 37) the then Superintendent, Samuel Eliot, writes forcibly against it, saying (p. 41) "Corporal punishment is no prevention of the wrong most needing prevention—the wrong which is in danger of sinking deeper into the nature with every blow. It rather tends to pervert the right."

In 1880, Superintendent Eliot again refers to the subject (School Document of 1880, No. 4, p. 13) saying, "Teachers of both sexes use personal violence with their pupils in such forms and such frequency that the facts, if published, would cause unpleasantness. Many still ply the rattan as freely as if it were a feather, and strike not merely the hand, but the head and body."

The matter was referred to a special committee of three for investigation, and majority and minority reports were made (School Document of 1880, No. 19) for and against the abolition of corporal punishment. From the majority report (p. 20) it appears that with an average attendance of 12,976 boys in the grammar schools during the year 1879–80 there were reported 10,973 cases of corporal punishment. The School Committee was not ready absolutely to abolish the punishment, but the agitation succeeded in reducing the number from an average of 1,239 cases per month to an average of 473 cases per month, and resolutions were adopted as follows (Minutes of 1880, p. 239):

"*Resolved*, That, in the judgment of this Board, the use of corporal punishment in the public schools of this city can and ought to be greatly diminished, and that, while regard is to be had to the varying circumstances of schools, those teachers who resort to corporal punishment least frequently, and only for the

gravest offences, will best satisfy the desires and expectations of this committee."

In 1889 our present Superintendent, Mr. Seaver, called attention to the subject (School Document No. 5, of 1889, p. 35), discussing it at length, analyzing in a most interesting and helpful manner Mr. Drake's report of 1867. He showed by statistics that the effect of the previous agitation in reducing the number of cases was disappearing, and that "the progress towards the minimum use of corporal punishment which the defenders of that means of discipline often promise, and which all humane people earnestly pray for, is shown by these unpleasant records to be extremely slow." He did not see his way clear to advocate the entire abolition of corporal punishment, but he argued strongly in favor of its restraint and gradual decrease.

The subject was referred to the Committee on Rules and Regulations, who gave the matter careful consideration, and again there were majority and minority reports (School Document No. 19, of 1889), the majority report, written by Samuel B. Capen, being against, and the minority, written by Joseph D. Fallon, in favor of, abolition. From this document it appears that there had been 18,000 cases of corporal punishment during the year 1887-88.

In 1893 (School Document No. 22, of 1893, p. 22), in the annual school report the committee say: "We record with pleasure the great improvement in the discipline in our schools, as shown in the statistics of corporal punishment. When we realize that with our best teachers corporal punishment is almost entirely abolished, we feel assured that the best results can be reached by love and personal influence. We rejoice in knowing that teachers are coming to realize that they possess in themselves an influence over their pupils which is far more effective than the use of the rod."

It is gratifying to note that the number of cases is steadily decreasing. It appears from the statistics submitted by the Superintendent that in the year 1901 there were but 8,055 reported as against 18,000 fifteen years ago, and this although the number of scholars is now much greater. These figures of 8,055 are below the actual number of cases, because some masters,

strangely enough, interpret the rules as requiring reports of only such cases of punishment as are inflicted by their subordinates, and do not report cases inflicted by themselves. The regulation is susceptible of this interpretation, but in so interpreting it the letter kills the spirit. The intention undoubtedly was that all cases should be reported, as otherwise the report is valueless, and the regulations should be amended to that end, in order that there may be uniformity in the reports.

The committee have given the matter careful consideration. They have read with interest and appreciate the force of the paper written by Mr. Charles F. King, master of the Dearborn School, which was read before, and received the approval of, the Masters' Association. They have consulted Superintendent Seaver. They agree with him that at this time it would be unwise wholly to abolish corporal punishment in our schools. Our law requires that all children within prescribed years shall attend school, and there is much in the argument that, in aggravated cases, the alternative to corporal punishment is expulsion, and that expulsion defeats the very purpose of the law, filling the streets instead of the schools. The committee feel, however, with him, that there should be a determined effort made by all teachers to reduce the number of cases. The right to use the rattan may be necessary as an ultimate appeal, precisely as the presence of the police may be essential for the preservation of order, but the less either is used the better. As Mr. King ably expresses it: "The teacher who trains his children well tries to lead them to become influenced by the higher and better motives. In so doing he appeals to the affections, educates the conscience and trains the idea of moral duty. He leads his pupils through his personal influence, direction and suggestion. In the great majority of cases, even with children difficult to manage, these motives are responded to, and happy obedience follows."

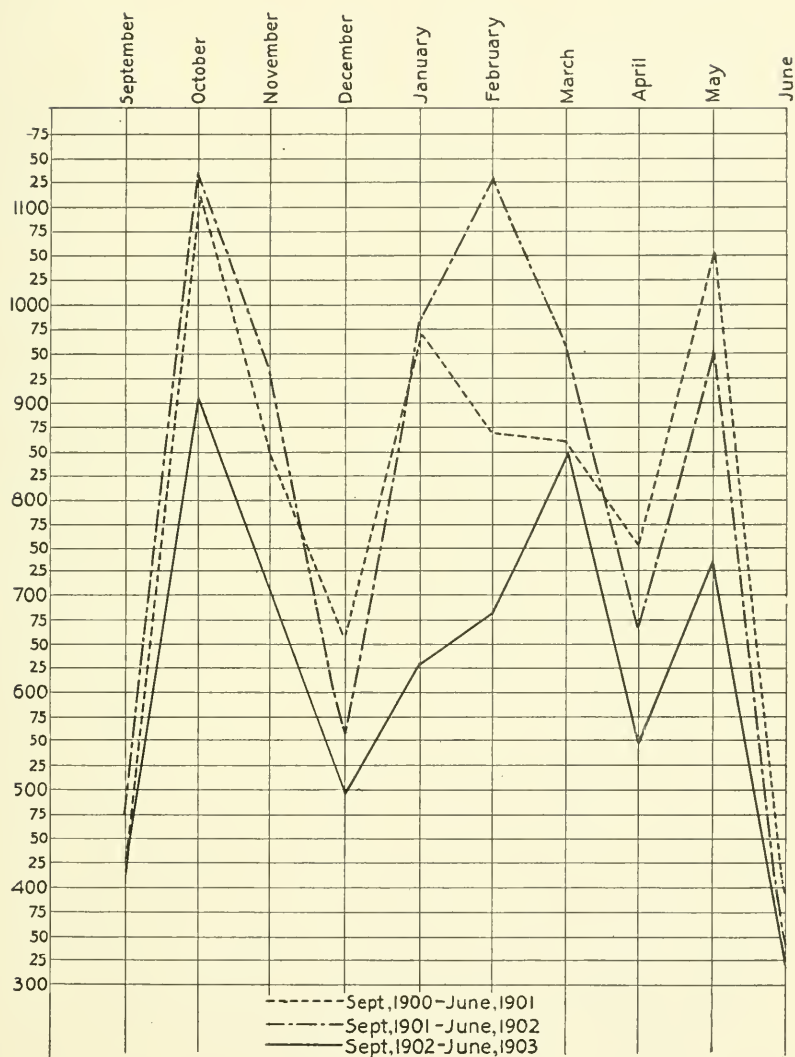
The argument that the alternative to corporal punishment is expulsion is, however, theoretical rather than practical. The obligation of a child to attend school is not only clearly defined by statute, but his

absolute right to attend is protected with equal care, and he may be excluded only by authority of the School Committee, acting as a whole, and after he has been given a hearing. The Regulations expressly limit the authority of the principals to suspension, and even that action may be taken only for "violent and pointed opposition to authority in any particular instance, or when the example of the pupil is very injurious, and in cases where reformation appears to be hopeless." Thus expulsion is not merely an alternative of corporal punishment, but an extreme step hedged about with legal difficulties and to be undertaken only in the most aggravated instances when the attendance of the child is likely to result in grave injury to the school or to his associates.

On the recommendation of the committee the regulations were accordingly amended in order to ensure uniformity in the reporting of all cases of corporal punishment, whether inflicted by subordinate teachers or by the masters themselves. It might fairly be expected that this change would result in a larger number of cases being reported during the following year (1903), but such has not been the fact.

While the number of cases is steadily decreasing, notwithstanding the constant growth in the number of pupils, it is interesting to note that each time the subject is agitated a marked falling off in the number of such punishments immediately follows, as stated in the report from which we have quoted. This is clearly shown by the diagram on the opposite page, in which the number of cases for three successive years (1900-1903) is graphically presented. This diagram shows that there is a somewhat regular rise and fall in the

Cases of Corporal Punishment.



number of cases of corporal punishment during the months of the school year, and while it would not be safe to state that the variation is due to any special and particular cause, several interesting inferences may be drawn tending to show that the difficulties of maintaining discipline are greater at certain periods of the year, and at those times the greatest necessity exists for instructors exercising that wise and judicious control of their pupils enjoined by the Regulations of the Board.

THE NORMAL SCHOOL.

The most important purely educational question that engaged the attention of the Board during the past year was with regard to the Normal School. Late in 1901 a proposition was submitted that application should be made to the Legislature for authority to enable the School Committee to establish, in place of the present Normal School, a Teachers' College for both sexes, with courses equivalent to those offered in ordinary colleges, and with power to grant to its pupils completing four years' study, and practice, an appropriate degree. A petition and bill to such effect was introduced into the Legislature of 1902, and during their pendency the matter was given very extended consideration in the School Board, there being considerable difference of opinion as to the expediency of the proposed plan. Early in March of that year the Legislature disposed of the matter by granting leave to withdraw.

In the following June an order was passed by the Board requesting the Superintendent to report early in September an outline of a plan to carry into effect certain recommendations contained in his annual report

for the establishing of a three-year course in the Normal School, and in October such proposed course was submitted to the Board, and, although various objections to it were made, an order for its adoption was passed at the final meeting of the year. It was then necessary to amend the Rules and Regulations to conform to this action, and an order to that effect was referred to the present Board. The opinions of the Superintendent and of the Board of Supervisors, individually and as a Board, were repeatedly obtained upon various aspects of the situation, and, in June, after a long and detailed investigation, the necessary amendments to the Regulations to increase the length of the regular Normal School course from two years to three were definitely defeated. At the same meeting (June 23) two orders were passed, one directing the Superintendent to suggest such special legislation as would be necessary to enable him to carry into effect, experimentally, the suggestions relating to the course of study in the Normal School contained in his report of the preceding year, and the other requesting him, with the Board of Supervisors, to outline a course of study for this school, covering two compulsory years and one optional and additional year.

On September 22, the Superintendent, in compliance with these instructions, reported a plan, the main features of which were:

1. The appointment of a sufficient number of teachers in the primary and grammar schools to give practical instruction in the art of teaching to recent graduates of the Normal School who desire to receive such instruction. While under such instruction, the graduates to be designated as pupil-teachers.

2. Each training teacher to be given charge of two classes of grammar or primary pupils, and the teaching in these classes to be done by two pupil-teachers under the direction of the training teacher.

3. The term of service of a pupil-teacher ordinarily to be twenty weeks, but subject to extension for good reasons not more than ten additional weeks.

4. Regular and systematic reports to be made by the training teachers and by the Supervisors upon the work of the pupil-teachers.

5. The training teachers to receive twenty dollars each month in addition to their regular salary, and the pupil-teachers to receive one dollar for each day of actual service.

This plan was favorably acted upon by the Board at its meeting of October 13.

During the various discussions concerning the general subject of the Normal School, the proposition was made that men should be admitted to the school as well as women. The Corporation Counsel rendered an opinion, however, that such a course would be illegal, confirming the views expressed by a former Corporation Counsel to the same effect. At a recent meeting an order was passed by the Board authorizing application to the Legislature for permission to admit men to the Normal School under such restrictions as may be deemed advisable, and thus the question was reopened.

RELIEF AND CONTROL OF TUBERCULOSIS.

During the spring a number of prominent physicians, charity workers and other citizens organized the Boston Association for the Relief and Control of Tuberculosis. The objects of this association are to promote a careful

study of the conditions regarding tuberculosis in this city; to arouse general interest in securing adequate provision for the proper care of tuberculous patients either in their homes or in sanatoria or hospitals; and to give to as many persons as possible the knowledge of how tuberculosis spreads, and how by following simple rules of health and sanitation it may be cured and prevented.

Believing that the teachers in the public schools could be of great assistance in diffusing this knowledge, the association applied to the School Committee for permission to distribute circulars about tuberculosis among the pupils of the grammar and high schools. The Board sanctioned this proposition, and copies of the following circular, prepared by the association, and approved by the Committee on Hygiene and Physical Training, are being distributed under the authority thus given:

A WAR UPON CONSUMPTION.

LET US STAMP OUT THE DISEASE FROM OUR CITY.

"It is in the power of man to cause all parasitic [germ] diseases to disappear from the world."—PASTEUR.

"Prevention is better than cure and far cheaper."—JOHN LOCKE.

Consumption, and How to Prevent it.—Consumption causes more than a thousand deaths in Boston every year. But able physicians tell us that, if we follow certain directions, we can help to stamp out this disease.

Consumption is not inherited. It does not belong to our climate. It is very often cured. It is actually on the decrease.

Consumption is usually carried by the poison which comes from the consumptives' sputum, or spit. Sick persons should take care to burn their spit, or put it into the water-closet.

The trouble now is that consumptives spit upon the floor or in the street.

The poisonous sputum then dries, and goes as dust into other people's lungs. A little spit is enough, when scattered in dust, to infect dozens of people.

Things Bad for Weak Lungs.—Dust and smoky or dusty places are bad. Dark, damp, or crowded rooms are bad.

Dirty shops and stores, dirty saloons and dance-halls, dusty kinds of business, like marble-cutting, sorting feathers, or making cigars, are bad for weak lungs. To sit bent over one's sewing or other work is bad.

Self-indulgence and intemperance are very bad. Vice which weakens the strong kills the weak.

Things Good for Weak Lungs.—Fresh air in plenty prevents consumption. Sunshine kills the germs.

Choose sunny rooms. Open the windows and let the air in. Keep the house clean. If a consumptive has moved out of a room have the Board of Health disinfect it.

Be in the open air as often as can be. Outdoor work is vastly better than indoor work. Keep the feet dry.

Breathe with deep, long, full breaths, so as to carry the fresh air to every corner of your lungs. Do this always for several minutes in the morning and at night. Breathe through the nostrils, and not through the open mouth.

Spend your money for simple and well-cooked food—good fresh meat, eggs, oatmeal, rice, and other vegetables, and for bread and butter, milk, and fruit.

Do not spend money for beer or other liquors, or for quack medicines, or "cures."

Live a regular life, and keep the bowels regular. Get plenty of sleep.

Daily bathing is good.

Keep clean company and a clear conscience.

Courage is very important.

Special Cure of Your Household and Children.—Do not sleep in the same bed with a consumptive.

Whenever any one of your family has been ill, or seems weak or run down, build up the strength at once with nourishing food, extra rest and sleep, and fresh air.

If one has a bad cold or a cough, and it does not grow better very soon, go at once to a physician. Don't wait till it is too late.

The doctor is worth ten times as much to help ward off disease as he is to cure it.

The Association asks every one's help to make war against consumption, and, first of all things, against the habit of spitting in improper places.

THE JANITOR SERVICE.

In 1889 the janitors of school-houses were placed under the classified service, and have since been appointed in accordance with civil service rules. A little more than a year ago the Committee on School Houses, which committee has general supervision and control of such employees, adopted experimentally a plan for the promotion of meritorious and efficient janitors as opportunity occurred, and were so well satisfied with the results attained that the plan may now be said to have developed into a definite and well-established policy. Until very recently the system in effect was this: Whenever it became necessary to fill a vacancy an opportunity was given every janitor in the service having charge of a smaller or less desirable building, and who held the license required for the operating of the heating and ventilating apparatus of the building in question, to apply for the position. From the applications thus received the selection was made, preference being given among those of equal qualifications according to seniority of service.

This plan met with general approval, as it opened the way to advancement, and encouraged efficient and zealous service with the prospect of recognition in due time by substantial increase in compensation. The sys-

tem was, however, subject to one serious objection. Its manifest tendency was to restrict the employment of new men of high standing on the civil service list, unless they were able and willing to enter the city employ at a low salary, with the prospect of promotion at some indefinite time in the future. It was therefore determined that, excepting in minor and less important instances, the field of selection should include not only those janitors already in the service, but candidates upon the civil service list as well, who might be certified as properly qualified for such employment. It is intended, of course, that a certain preference shall be extended to men already in the service of proved faithfulness and ability when applicants for promotion, but it is not proposed to favor a careless or indifferent employee to the exclusion of a more desirable man who cannot afford to make a considerable pecuniary sacrifice by accepting a low paid position.

Twenty-five deserving janitors have already been promoted under this system, we think with marked advantage to the service, as well as to the individuals concerned, by encouraging faithful effort and elevating the morale of the force generally.

SCHEDULE OF SALARIES FOR JANITORS.

For a number of years it has been generally admitted that the salaries of janitors are not only unequally regulated, but that in many instances these employees are considerably underpaid for the labor and responsibilities imposed upon them. A good deal of attention has been given this matter, and earnest efforts have been made by various committees to establish a schedule that would work substantial justice to the

janitors and yet not result in a larger aggregate expenditure for such service than the finances of the Board could reasonably bear. Inquiry of the school authorities of the larger cities of the country was made, but the information obtained as to the manner in which the compensation of their janitors was determined was not of material assistance in meeting the particular conditions existing here, both with respect to types of buildings and apparatus, and amount of service required. Feeling that justice to the janitors, who had been patiently awaiting for several years the fulfilment of promises made to them that the inequalities and underpayments complained of should be remedied, demanded immediate action, the Committee on Salaries undertook the task of preparing a general schedule, which should at least establish a uniform compensation for similar work, and the result of their effort appears in a report recently submitted to, and approved by, the Board, to take effect January 1, 1904. (Document No. 11, 1903.)

The new schedule is one that has been arrived at only after a long and tentative process, careful research, actual inspection of typical buildings, and estimates of the value of the service by independent methods, and its principal features may be summarized as follows:

First, the compensation for janitor service varies in proportion to the floor area of the buildings, and is based upon five factors, viz.:

1. *Cleaning.*
2. *Heating, Ventilation, and Superintendence.*
3. *Washing of Windows.*
4. *Care of Yards and Sidewalks.*
5. *Care of Lawns.*

It is admitted that there are many other items in the

work of a janitor that are of considerable importance, but it was found that departure from the five factors stated resulted in confusion in a maze of items, many of them of comparatively small importance, the mere number of which precluded the possibility of incorporating them into any workable formula, while the attempt to recognize and compensate for them in past years had probably led in large measure to the present unsatisfactory and unequal salaries now in force. Although the factors adopted are limited to but five, it is intended that the rate of compensation, as determined by the schedule, shall be sufficiently high to include the entire amount of service required for the proper care of the buildings and grounds.

For each of the factors, *Cleaning, Washing of Windows, Care of Sidewalks and Yards, and Care of Lawns*, the compensation is at a uniform rate for all buildings; as the cost of such work does not vary in buildings of different types. In connection with the factor, *Heating, Ventilation, and Superintendence*, the various buildings are divided into three classes, in accordance with the recognized fact that it requires a higher degree of intelligence and skill to operate and care for the heating and ventilating plants of certain buildings than for others. The rate of compensation for all buildings in the same class is of course uniform.

One very important and interesting detail of the schedule is that regardless of the size of any building, the rate for *Cleaning* is a definite sum for the first 1,000 square feet, a different amount for the second 1,000 square feet, and so on up to the total floor area of the building. The same principle applies to the factor, *Heating, Ventilation, and*

Superintendence for all buildings in the same class. The janitor of a small building is therefore paid at exactly the same rates for the actual area of his building as the janitor of a much larger building for a corresponding area, and as the area increases the rate of compensation decreases until a fixed minimum is reached.

The high school-houses are, however, excepted from the application of the schedule for several reasons which it is perhaps unnecessary to specify here in detail.

This is but a brief synopsis of the main features of the schedule. The report of the Committee on Salaries contains a fuller and more comprehensive explanation, as well as several tables and diagrams which exhibit graphically the application of the schedule to the several school-houses, and its regular and harmonious progression in buildings of various sizes and types.

THE EVENING SCHOOLS.

The past year has been one of marked progress in the administration of the Evening Schools. The Charlestown and East Boston branches of the Evening High School established in 1888 and 1889 respectively, have been made independent and separate schools, and two new Evening High Schools organized, one in South Boston and the other in Roxbury, both housed in the high school buildings of those districts. All of these schools, including also the Central School, so-called, which continues to occupy the English High School-house in the South End, have been exceedingly successful in attracting and holding large numbers of pupils, and in providing adequate instruction in subjects of

interest and value to those desiring to take advantage of this part of the educational system maintained by the city.

Merely as an illustration of the broadening scope of the work of these schools, we mention the following: In the Charlestown Evening High School a class in practical physiology, with particular reference to nursing, has been established, meeting two evenings a week. The first hour of each session is devoted to physiology, the instruction being like that offered in an ordinary medical school. The second hour is spent in a practical demonstration and repetition by the pupils of the duties of a trained nurse, this part of the course being similar to the one given in the Massachusetts General Hospital. This work is conducted by a graduate trained nurse and a physician. The course begins with the taking of pulse, respiration and temperature, and the use of clinical charts; progressing to the making of beds, the preparation of patients for operations, bandaging, etc. Various physicians have volunteered their services, and have delivered lectures in this course upon the more common and fatal diseases, dwelling particularly on the physiological aspects of such cases, and the proper care of the patients. This is the first course of its kind offered in a free evening school in the country.

There are also classes in gymnastics for both sexes, and a class in music, dividing its time between theory and choral work. The school publishes and maintains among its own pupils a paper called the "Evening Star" which is believed to be the first evening school paper in America.

EVENING LECTURES.

The Annual Report for the year 1902 contains a statement showing the origin and early steps in the development of the plan of the evening lecture system, conducted by the Committee on Evening Schools, which has been materially broadened and developed during the past year. The first series of lectures, twenty-four in number, and given in four different centres, established in various school-houses, occurred in the late fall and early winter of 1902, the total attendance being 16,495, and the average attendance 687. The satisfactory results attained warranted a continuance of the work, and four additional centres were established, making eight in all, and located as follows: East Boston, Charlestown, Roxbury, Brighton, and Dorchester High School-houses, the Franklin School-house in the South End, the Shurtleff School-house in South Boston, and the Lowell School-house, Jamaica Plain. At each of these centres a course of four lectures was given during the early spring of the present year. The total attendance was 23,572, and the average attendance 736. Lectures upon descriptive geography and travel predominated in this course as well as in the former. It is the judgment of the committee in charge of this work that free public courses must be made up to a great extent of these subjects, which possess very largely the human element and are thus within the compass of the sympathies and interests of all, and appeal particularly to a large body of people without specialized tastes or definite educational purposes. But so far as the breadth and variety of the knowledge sought by those to whom this work appeals can be ascertained, correla-

tive opportunities should be offered, and the field covered by these lectures gradually extended to include subjects of undoubted educational and utilitarian value.

Another and similar course, consisting of six lectures in each of the eight centres previously named, and begun in November, has just been completed, the total attendance being 27,898, and the average attendance 581. These figures, significant though they be, do not fully indicate the extent of the public interest; for it happened on several occasions that large numbers of people, sometimes hundreds, were unable to gain admittance to the hall.

Many lectures in these courses were upon subjects of a literary nature, and were well attended. In a few instances the lectures were without illustration. While the audiences on these occasions, as was to be expected, were not so large as at other lectures, yet they were of gratifying size, and demonstrated that the need of the stereopticon is not absolute, and that subjects which do not admit of effective illustration of that sort may be included in the courses without imperilling their usefulness or popularity.

The test of the success of a municipal lecture system is public appreciation, and this, we believe, may safely be measured by the size of the audiences. But this was not their only noteworthy characteristic. They were composed invariably of serious, orderly people, who listened with careful attention and unmistakable interest. The size and conduct and character of the audiences convincingly showed that there are in our city large numbers of people for whom the present means of public instruction are inadequate or

ill adapted, who are earnestly desirous of self-improvement, of increasing their knowledge, and of broadening their intellectual horizon. The existence of this wholesome spirit is a momentous fact, and it would seem to be the policy of wisdom as well as of proper economy for the municipality to recognize it, and so far as it is able to gratify it. Thus the number of centres should be increased, the lecture season extended, and the scope of the work made comprehensive enough ultimately to include instruction in all the more important departments of knowledge.

EDUCATIONAL CENTRES.

A somewhat extended account of the work of the Educational Centres appears in the Annual Report for 1902; and during the past year two new Centres have been opened, one in East Boston and the other in the West End. The committee in charge of this extension of the school system have recently made a very full and complete report on the subject (Document No. 9, 1903), from which we have drawn the following:

Educational Centres were first opened April 14, 1902, in the Lowell School, Jamaica Plain, and May 6, 1902, in the Hancock School, at the North End. After these schools had been running a short time it was decided to open, January 5, 1903, a South Boston Educational Centre in the Bigelow School, and on October 26, 1903, an Educational Centre was opened in the Chapman School, East Boston. A similar Centre has just been opened (November 16, 1903) in the crowded West End District, at the Mayhew School.

A new feature introduced this year consists of several

short courses of study lectures in the halls of these Centres on various subjects. In the South Boston Centre a successful course in literature has just been completed by Mr. Bernard M. Sheridan of Lawrence. The course comprised the leading American poets. Passages from the writings of the poets were read and discussed, and Mr. Sheridan also gave a general sketch of the works and life of each poet. The members of the class were encouraged to read the works of the author under consideration between the meetings of the class.

Professor Barton of the geological department of the Institute of Technology has given a course in geology, with especial reference to the geological history of Boston and the adjoining territory, in the South Boston Centre.

Mr. Martin of the Board of Supervisors has given courses on civil government in the East Boston and South Boston Centres.

In the North End Centre the Lowell Institute has agreed to begin this year the interesting experiment of supplementing its rather highly technical lectures given at Huntington Hall, in the Institute of Technology, by conducting for the first time in its history three courses of lectures in the heart of one of the crowded districts of the city. These lectures, though elementary in character, will be given by eminent men, and it will be interesting to see to what extent the people of the North End appreciate this great opportunity.

The experience secured and the more accurate knowledge gained of the needs and wishes of the people of the several localities have already led to modifications and additions to the programme, and doubtless

will lead to further modifications in the future. Several new courses are now under consideration.

Apart from the study-rooms, where the boys and girls in the upper grades of the day school study their lessons for the next day, the Centres are composed almost wholly of people who up to the time the Centre was opened had ceased their schooling, and who, for the most part, unless kept at home by household duties, are working during the day.

One of the characteristics of these Educational Centres which has been most remarked upon by many of the hundreds of visitors is the general atmosphere of friendliness which pervades all the rooms. The people of the neighborhood seem to realize that not only are the intellectual advantages of the school at their disposal, but beyond this there is a warm and friendly welcome awaiting each person who enters the building. In the rooms where conversation is possible, such as the dressmaking and millinery rooms, for example, the members of the class carry on a neighborly chat with each other whenever the teacher is not addressing the class as a whole. It is pleasant, when the closing hour comes, to see the members of the school, reluctant to leave the building, lingering about the rooms and halls conversing with each other. Not only has this atmosphere been commented upon repeatedly by visitors, but the same thing has been indicated in many other ways.

It is an inspiring sight on any evening during the term to approach a school building used as an educational centre and see the light streaming from every window, and to realize that if the visitor had come

upon it but a short time before he would have found it standing blank and dark, with doors locked and without, perhaps, even the fixtures in the building to render lights possible. In order to see all the work carried on at such a school, the South Boston Educational Centre for example, it is necessary, first, to enter the basement, where one's ears are greeted with the busy sound of saw and plane and hammer issuing from the elementary and advanced woodworking rooms. Then in going from one to another of the twenty-four rooms, each filled with its throng of busy and interested people, the visitor can pass an inspiring and enjoyable evening. Not the least agreeable moment is the sensation experienced when, after going into all these different rooms, the visitor enters the school hall at the top of the building and finds there a hundred and fifty or more young people singing with the greatest interest and evident delight the Soldiers' Chorus or the Village Blacksmith.

That these Centres meet with popular appreciation and support is very evident from the large number of pupils in attendance. Thus, the East Boston Centre, with a total registration of nearly 3,000, has an average attendance of about 500; the North End Centre, with a total registration of about 750, has an average attendance of about 170. At the West End nearly 2,000 persons are enrolled, and about 400 attend each evening. In South Boston the number registered is about 4,000, and nearly 1,000 persons are present each session. In Jamaica Plain the registration exceeds 400, and nearly 150 persons attend each evening. These figures are, of course, approximate, but not excessive.

VACATION SCHOOLS.

The Vacation Schools and Playgrounds conducted during the past summer have also been under the direction of the committee in charge of Educational Centres, and were maintained in East Boston, Charlestown, the North End, West End, South Boston, Roxbury, Brighton, and Dorchester. In general, these schools were conducted along the lines established by the experience of recent years. The expenditure for Vacation Schools and Playgrounds in 1902 amounted to \$10,892.90, while this year it was possible to provide an appropriation of but \$10,150 for such purposes. Thus the committee were embarrassed by a small appropriation, with a probable increase in attendance. Each master was therefore urged to appoint only such teachers as were strictly necessary for the efficiency of his school, and he was further urged to use the utmost care in selecting capable teachers, so that the very best results might be obtained. In this way the number of pupils per teacher was raised 33 per cent. (from 21, which had been the average during 1902, to 28). That this result was reached without diminishing the interest of the pupils in their work seems clear, because the percentage of attendance, based on the total enrolment, which for the preceding year was 39, increased this last year to 43.

In like manner the most rigid economy in the use of supplies was required. Thus the cost per pupil per week, which in the summer of 1902 was \$0.44 was reduced in the summer of 1903 to \$0.33, a reduction of 25 per cent. In spite of all these precautions it was found that the great increase in daily attendance, coupled with the decrease in the appropriation, made

it necessary to cut one week off the usual term of the schools.

An entirely new, and we think important departure was made this year, and consisted in taking whole classes of boys or girls to the nearest public bath and there, with the assistance of a competent instructor, giving them lessons in swimming. Such instruction in swimming was given the older children in the East Boston, the South Boston, and the Charlestown schools. This work was rendered possible by the kind coöperation of the City Bath Commission in reserving the neighboring public baths at certain hours for the school children, and sincere thanks are due Mr. Thomas J. Lane, the Chairman of the Commission, for his interest and coöperation.

NAMES OF BUILDINGS.

Previous to 1821, the various schools, with but two exceptions, were designated by their localities. One of the exceptions was the Franklin School, the first school in this city to be named in honor of any individual. In 1821 a committee was appointed to consider the expediency of conferring names upon schools, and reported that "the propriety and expediency of giving specific names cannot be doubted." From that date the general custom has prevailed of naming various schools in honor of distinguished citizens. Many have been named after the successive mayors, others for statesmen, patriots, clergymen, and men and women who have been largely instrumental in advancing the educational interests of the community.

This year a somewhat larger number of schools than usual, both new and old, have been named, and


the committee whose duty it is to consider and report upon all propositions relating to this subject, in submitting a list of names to be given various schools, said in their report: "Your committee believe that the name of a school should be of such a character as to awaken in the scholars patriotism, and a desire to serve their country. A great name is an incentive to great service. The lives of its best men make the history of a country. In no way can history be better taught than through the lives of the men who have become famous in art, in letters, in science, or in public life. Your committee recognize that there are certain local historical traditions that the names of the schools may well preserve, and that there are men who have served their country well in a less exalted position whose names should be perpetuated, but they feel that in Boston this principle has received full recognition, while many names of national importance find no place in our list of schools."

Among the names suggested by the committee in accordance with their belief that the name of a school should be an inspiration to its teachers and pupils, rather than a mere memorial, were the following, all of which were adopted by the Board: Washington, Jefferson, Paul Jones, Farragut, Marshall, Miles Standish, Henry Vane, and Hull.

ILLUSTRATIONS AND DESCRIPTIONS OF SCHOOL-HOUSES.

The appendix to this report contains illustrations and brief descriptions of the Latin and High School-houses, The Horace Mann School for the Deaf, and the School Committee Headquarters on Mason street, thus completing the plan begun in 1900 and continued in 1901 and

1902. The present report together with those of the three years immediately preceding contain such material relating to every permanent school building owned and occupied by the city for school purposes in the respective districts covered by each report at the time it went to press. It is suggested that after an interval of say five years the same course be followed with regard to the new school-houses erected during that period, and repeated after the lapse of a similar space of time, so that a complete pictorial history of the school plant may be readily accessible for future reference.



On June 3, 1903, occurred the death of William E. Endicott, master of the Christopher Gibson District. Mr. Endicott was a man who at all times gave faithful and honest service; a man who won and held the respect and esteem of his pupils, teachers, and residents of his district. He was born at Canton, Mass., on April 1, 1842; in his youth fought for the preservation of his country; and subsequently devoted the best of his life to the educational interests of this city. He entered the Boston service in September, 1866, in the same position he held at the time of his death, and thus taught continuously for more than a third of a century.

Warren E. Eaton, master of the Harvard District, died on the third day of July, 1903. He was born in North Reading, Mass., on January 7, 1839; became sub-master in the Prescott School on April 1, 1866; and master of the Harvard District January 1, 1867. Mr. Eaton brought to the discharge of every duty unfailing fidelity and unselfish devotion. Possessing a

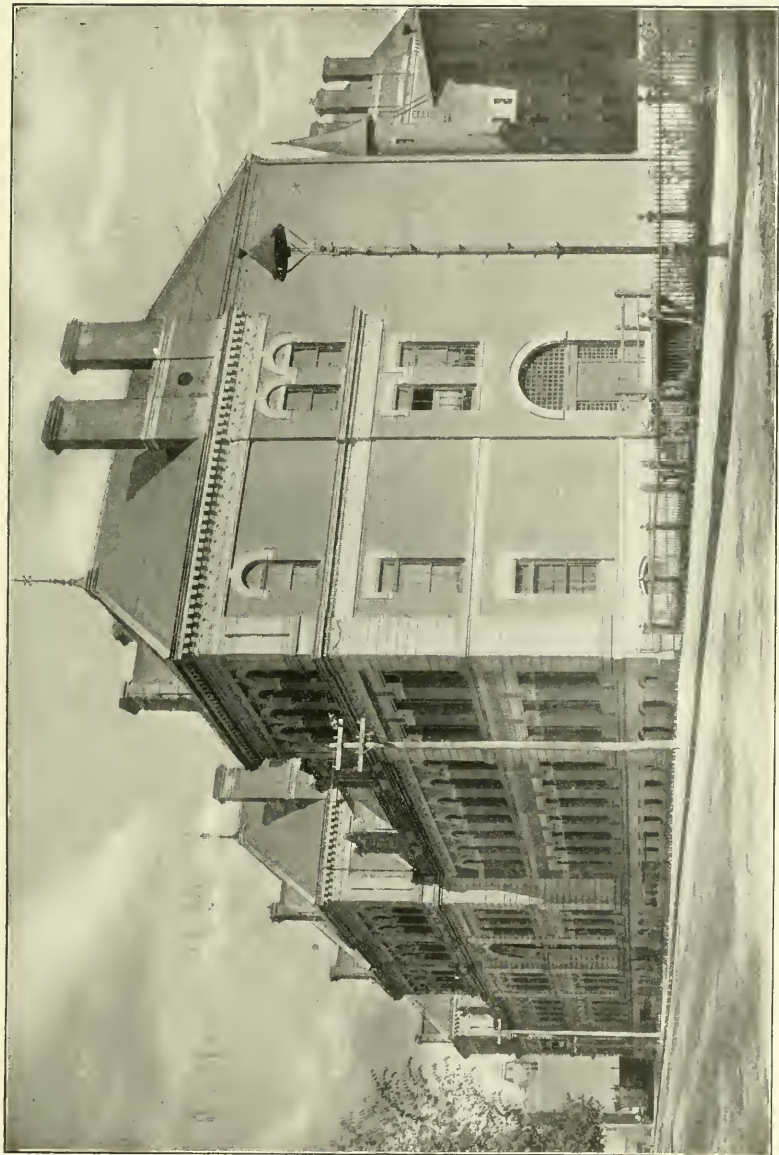
strong though unassuming character, he commanded the love and respect of his associates; and his long experience in the conduct of school affairs, joined to a natural love for his profession, gave great value to his counsels in educational matters.

George W. M. Hall, master of the Washington Allston District, died suddenly on December 6, 1903. Mr. Hall was born in Philadelphia, Penn., April 29, 1836, and entered the Boston service as usher in the Mayhew School on Hawkins street in 1869. In 1875 he became master of the Brighton Harvard School (now the Washington Allston) where he continued during the remainder of his life. Independent in thought, firm in conviction, strong in administrative capacity, he wisely conducted the important interests committed to his charge, and withal performed many unobtrusive acts of kindness that, known to but few perhaps, will live in grateful memories for years to come. His interest in the welfare of his associates was not confined to district lines, and the success attending the formation and establishment by legislative action of the Public School Teachers' Retirement Fund is largely due to his unselfish and untiring interest and persistent effort.

Respectfully submitted,

JAMES A. McDONALD,
Chairman.

DAVID A. ELLIS,
WILLIAM T. KEOUGH.



PUBLIC LATIN SCHOOL.

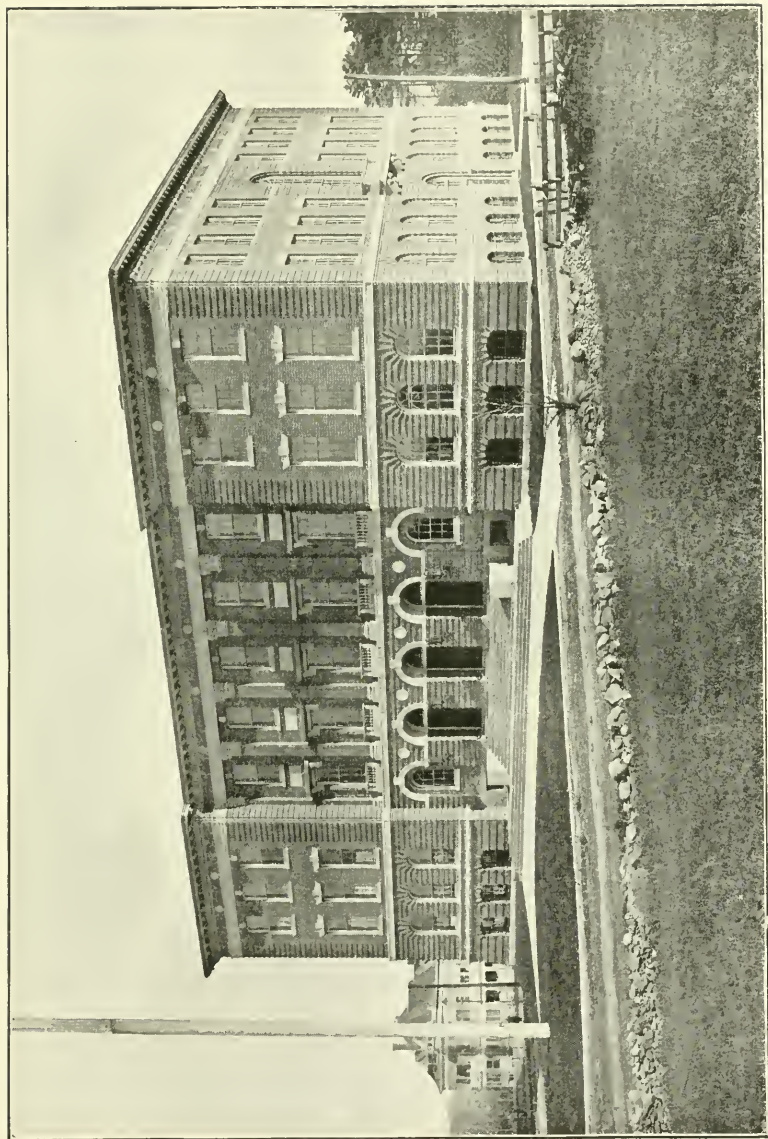
APPENDIX.

PUBLIC LATIN SCHOOL.

The Boston Town Records read: "The 13th of the 2d moneth, 1635. Att a Generall meeting upon publique notice . . . it was then generally agreed upon that our brother Philemon Pormort shalbe intreated to become scholemaster, for the teaching and nourtering of children with us." This vote was the beginning of the school which ever since has been maintained by the town and city of Boston, and is now known as the Public Latin School. Until 1682 this school was the only public school in the town, and it is the oldest educational institution with continuous existence in the country. Unlike the common schools of later times which were established for the elementary education of all the children in the town, the purpose of the Public Latin School was solely the preparation of boys for the University in order that the colony might be aided in securing, says the historian, "a body of learned men who 'by acquaintance with ancient tongues' should be able to obtain 'a knowledge of the Scriptures' and qualified 'to discover the true sense and meaning of the original.'" It has always been a classical school; its head masters and many of its teachers have been eminent classical scholars, and there is no reason to suppose that it will depart from its traditions and be other than a classical school for years to come.

The earliest separate Latin School-house was located just below King's Chapel, on School street (1704-1748). Previous to that time, the school was probably kept in the same building in which the master lived. The second building was situated on the south side of School street (1748-1810). The third building (1812-1844) was also located on the south side of School street. About 1844 this building was taken down to permit the erection of Horticultural Hall, and on the 8th of

July the school was transferred to a new building on Bedford street erected for the joint use of this and the English High School. About 1873, and for several years thereafter, a part of the school occupied the building on Mason street lately vacated by the Girls' High and Normal School. The present school-house on Warren avenue was begun in 1877, completed in November, 1880, and dedicated on the 22d of February, 1881. Area of site (including English High School), 85,560 square feet.



BRIGHTON HIGH SCHOOL

BRIGHTON HIGH SCHOOL.

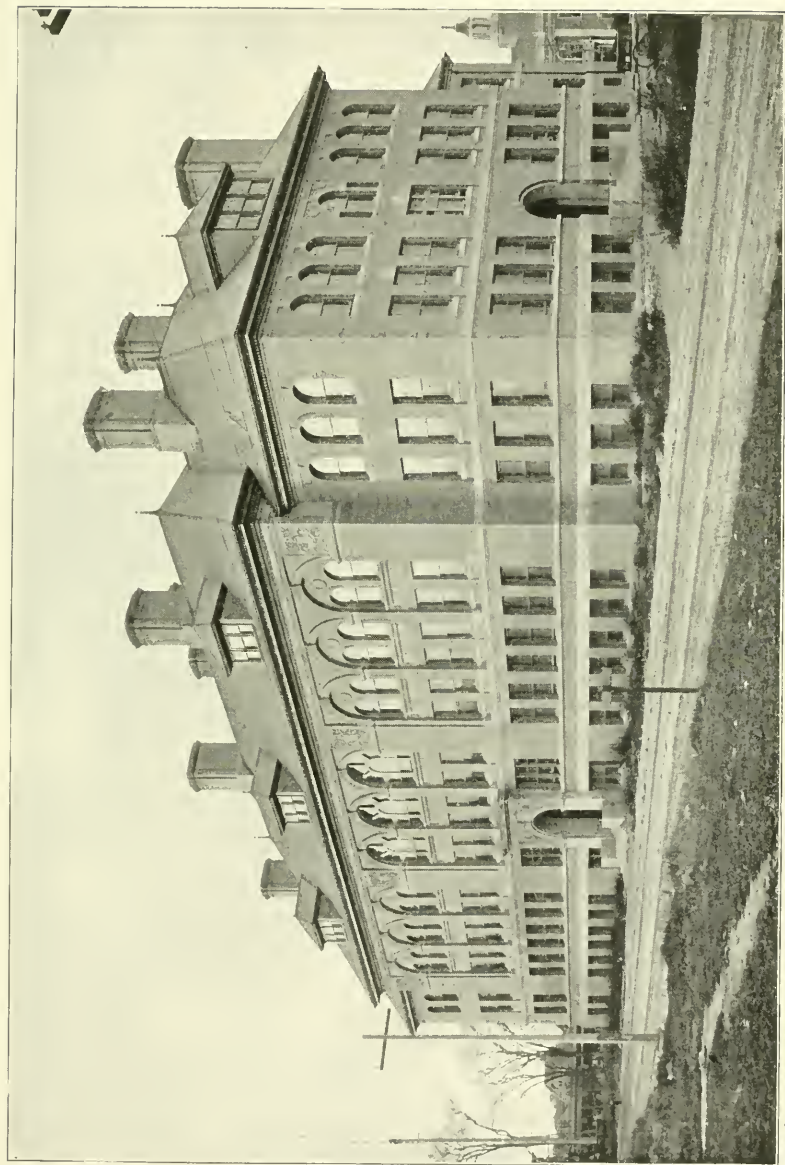
This school was established by the School Committee of the town of Brighton on March 22, 1841, and occupied a building erected by citizens and used as an academy on Academy Hill, which was at first rented and subsequently, during the same year, purchased, for the purpose. In 1842 the school was removed to the lower floor of the Town Hall, where it remained until 1847, when the more advanced pupils were transferred to the Academy on Rockland street, now Academy Hill road, to constitute a high school proper, as previous to this time pupils had been admitted to the school at the age of ten instead of on their qualifications for advanced instruction. On September 1, 1856, the school was removed to a new building south of the Academy on Rockland street, which was burned on March 20, 1867. A new building was then erected on Academy Hill, which was dedicated on March 4, 1868. This school-house is still standing, but unoccupied. The present building situated at the corner of Cambridge and Warren streets was begun in 1895, first occupied in September, 1896, and dedicated April 23, 1897. Area of site, 41,871 square feet.

CHARLESTOWN HIGH SCHOOL.

This school was established in 1847, and the first building for its accommodation, located on the same site that the school now occupies, was dedicated on June 17, 1848. Owing to the growth of the school it became necessary in about twenty years to house a number of its pupils in the upper rooms of the Charlestown City Hall. In 1869 an addition to the site was purchased, and several plans for a new building or an enlargement of the original structure were proposed. The decision arrived at was to remodel the old building and to add to it a large new wing. The school-house, thus remodeled and enlarged, and situated at the corner of Concord and Bartlett streets, Monument square, was dedicated on December 14, 1870. Area of site, which was enlarged in 1898 and again in 1902, 16,382 square feet.



CHARLESTOWN HIGH SCHOOL.



DORCHESTER HIGH SCHOOL.

DORCHESTER HIGH SCHOOL.

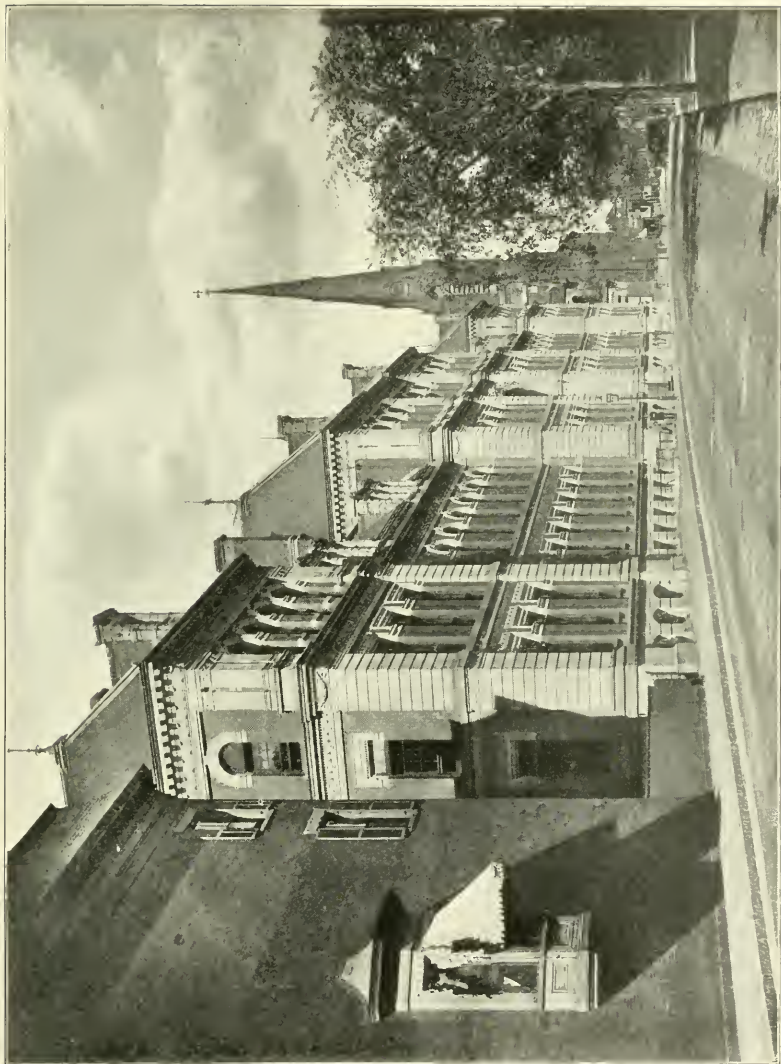
This school was organized under the School Committee of the old town of Dorchester in 1852. The first building was a wooden edifice containing four rooms at the corner of Gibson street and Dorchester avenue, now occupied by primary and kindergarten classes. In 1870, shortly after the annexation of Dorchester to Boston, the school removed to a brick building at the corner of Dorchester avenue and Centre street, now devoted to grammar purposes, where it remained until the completion of the present school-house situated at the junction of Talbot avenue, Centre and Washington streets. The site for this building was acquired in 1896, but it was not until the summer of 1898 that the contract for its erection was entered into. The new school-house was first occupied on June 3, 1901, and was dedicated on December 5 of the same year. Area of site, 60,000 square feet.

EAST BOSTON HIGH SCHOOL.

The East Boston High School was opened in September, 1878, as a branch of the English High and Girls' High Schools. It occupied the third floor of the Old Lyman School-house at the corner of Paris and Meridian streets. As the school increased in numbers larger accommodations became necessary, and in 1880 a class was placed in Sumner Hall, a building in the rear on Wesley street. In the same year the school became a separate and independent organization. Sumner Hall was occupied until 1884, when an annex containing six rooms was added to the Old Lyman School-house; these, with the third floor of that building, furnished accommodations until May 13, 1901, when the present school-house, placed under contract in 1898, was first occupied. This building was dedicated on November 21, 1901. Area of site, 27,500 square feet.



EAST BOSTON HIGH SCHOOL.



ENGLISH HIGH SCHOOL

ENGLISH HIGH SCHOOL.

During the year 1820 a plan for the establishment of an "English Classical School" for the training of boys who were to be prepared for active life rather than for the university was submitted to the School Committee, and at a town meeting held on January 15, 1821, "was nearly unanimously accepted, but three persons voting in the negative." The school soon came to be known as the "English High School," and is so referred to in the records of the School Committee until 1832, when it was formally declared that "the only proper and legal title by which it can be known is that, given it by the town, of English Classical School." But in the following year a vote was passed restoring the name "by which it has always been designated in the records and in the regulations of the board since the year 1824, viz.: English High School."

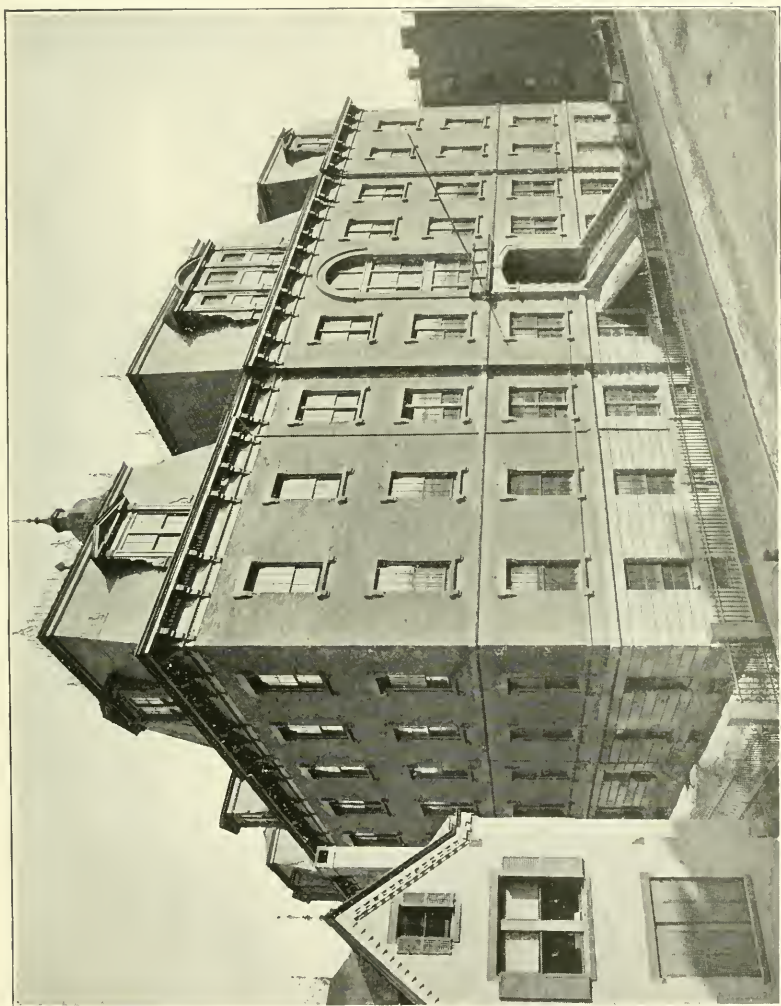
During the first three years of its existence the English High School occupied a part of a school-house on Derne street, at the corner of Temple, the rest of that building being occupied by the grammar and writing school then or soon afterwards known as the Bowdoin School. The Derne-street School-house was pulled down many years ago to clear the ground for the Beacon Hill Reservoir, which in its turn was demolished to make room for the extension of the State House. The next home of the English High School, from 1824 to 1844, was in a building specially designed for it, which is still standing on Pinckney street (Sharp School-house). In 1844 the English High and the Latin Schools became co-tenants of the building on Bedford street; whence they were removed at Christmas, 1880, to the present building on Montgomery street, which was dedicated February 22, 1881. From 1870 to 1873 some of the classes were placed in the Mason-street building, formerly occupied by the Girls' High and Normal School, and in the latter year were removed to the old Bowditch School-house on South street, which was then vacant. Area of site (including Public Latin School), 85,560 square feet.

GIRLS' HIGH SCHOOL.

In 1825 the School Committee instructed a sub-committee of its body "to consider the expediency and practicability of establishing a publick school for the instruction of girls in the higher departments of science and literature," adopted unanimously a favorable report on the subject, and established a "High School for Girls," as it was called, in the Bowdoin School-house. In 1827 the School Committee was about evenly divided on the question of discontinuing the school, and in 1828, the City Council failing to make an appropriation for its maintenance, the school came to an end.

The next public movement for a girls' high school was started in 1853, when a petition bearing over three thousand signatures was brought to the School Committee, praying that a high school for girls might be established. The first conclusion was adverse to the project, the unsuccessful high school of 1826-28 being cited in support thereof. Meanwhile the Committee on Public Instruction of the City Council came to the conclusion that there ought to be four high schools for girls, "one at East Boston, one at South Boston, one at the South End, and one at the West End of the city proper." Finally, November 14, 1854, the School Committee decided to introduce high school studies into the existing Normal School, and to enlarge the Normal School Committee for the purpose of doing this. Thus the Normal School, originally established in 1852 for the sole purpose of preparing young women for the business of teaching, came to be also a high school, and soon acquired the name of the Girls' High and Normal School.

The normal element in this combination became relatively more and more inconspicuous, insomuch that it became necessary in 1872 to give the Normal School a separate existence in order to save it from total absorption. Thus the Girls' High School dates its separate and independent life from 1872, although it had existed in the bosom of the Normal School for



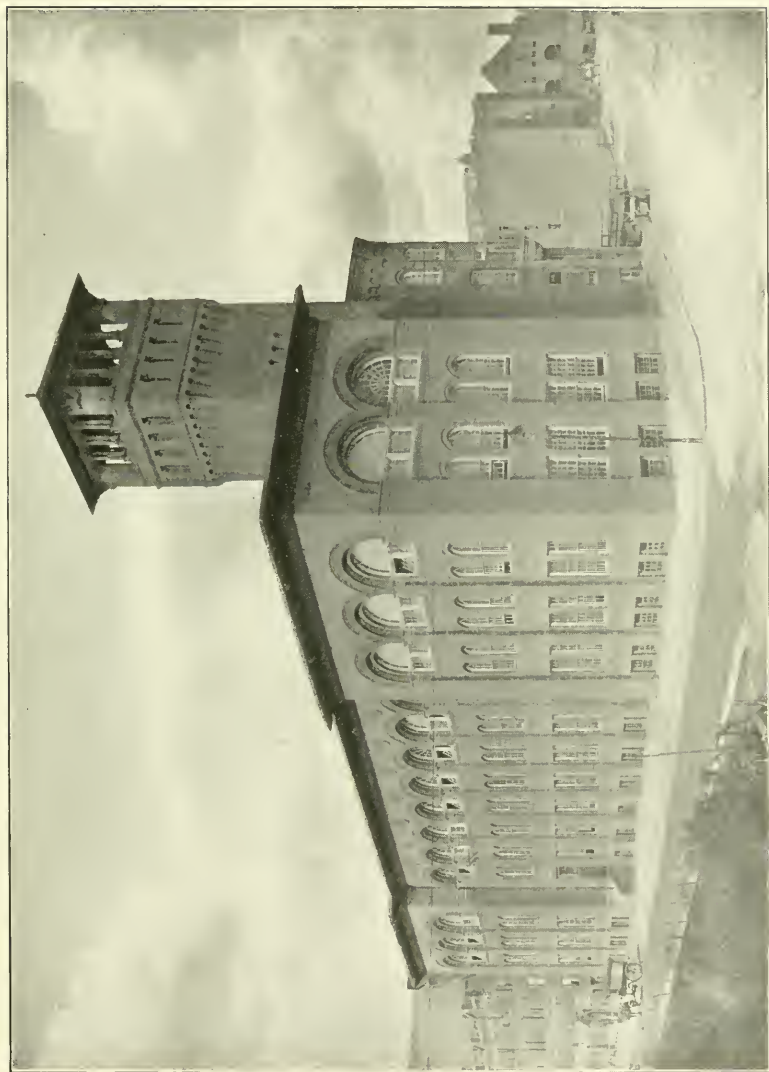
GIRLS' HIGH SCHOOL.

eighteen years prior to that time. Its first home was in the old Adams School building on Mason street.

The present school-house, situated on a lot extending through from West Newton street to Pembroke street, was begun in the spring of 1869, and was occupied in October, 1870. It was formally dedicated on April 19, 1871. Area of site, 37,480 square feet.

GIRLS' LATIN SCHOOL.

This school was founded to meet the demand that girls be provided with the same opportunities to fit for college that had long been enjoyed by boys, and for this purpose three different measures were proposed to the School Committee in 1877. The first was to organize a college preparatory department in the Girls' High School; the second to admit girls to the Public Latin School; and the third to establish a separate and independent school for girls. The last measure was adopted, and the Girls' Latin School established February 4, 1878. For twenty years from its organization this school occupied a portion of the Girls' High School-house on West Newton street, but the growth of both schools made this arrangement finally physically impossible, and in 1898 additional accommodations were rented in Copley square, since which time the school has been divided, three-fifths of the pupils being assigned to the Copley-square building and two-fifths to the West Newton-street building.



MECHANIC ARTS HIGH SCHOOL.

MECHANIC ARTS HIGH SCHOOL.

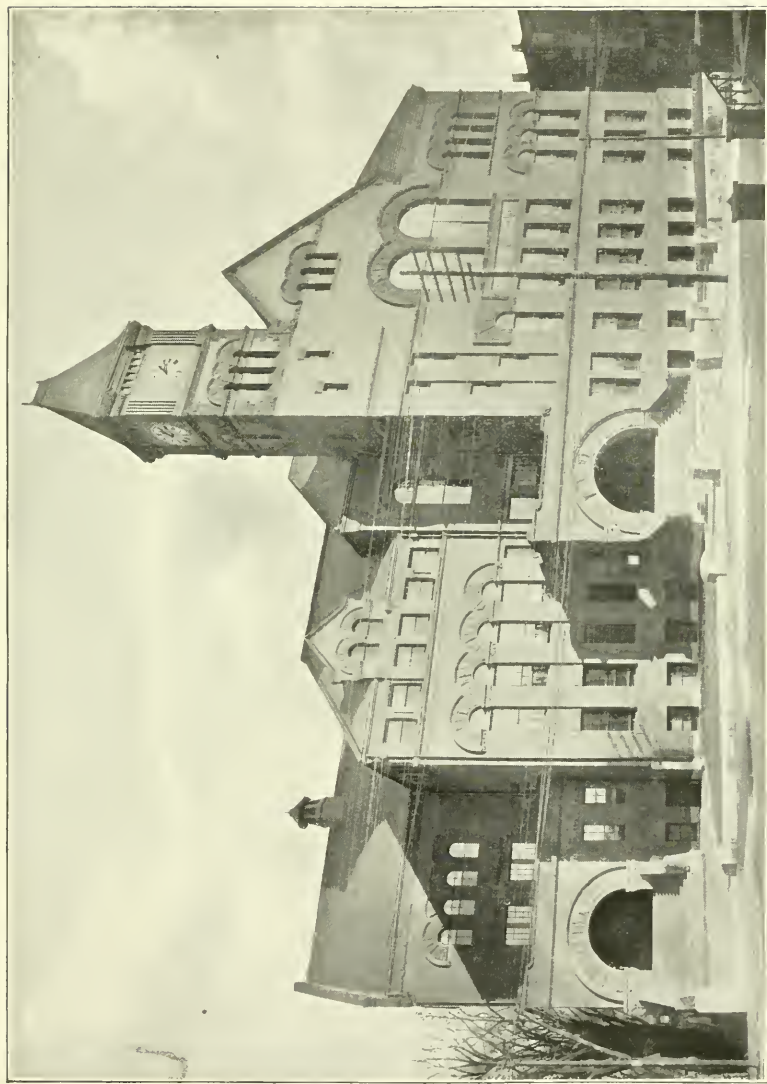
In his annual report for 1883 Mr. Edwin P. Seaver, Superintendent of Public Schools, presented a comprehensive statement of the arguments in favor of industrial education, submitted a tentative plan for instruction in tool work, and called attention to rooms in the Public Latin-English High School building that were available for the experiment. Six years later Mr. Seaver renewed his recommendation in his report of 1889, and after an extended tour of investigation, and a careful study of the principal manual training schools of the country, presented a special report, accompanied by a detailed plan for the establishment of a Mechanic Arts High School in this city. On Nov. 26, 1889, the School Committee passed an order requesting the City Government to erect a school building "adapted to manual training work," and the present Mechanic Arts High School, situated at the corner of Belvidere and Dalton streets, was finally occupied, in an incompleated state, in September, 1893.

The school soon outgrew its original quarters, and an addition, which nearly doubled its capacity, was begun in 1898 and completed in the spring of 1901. The original site has recently been enlarged by some 14,000 square feet, and plans for another large extension are now being prepared.

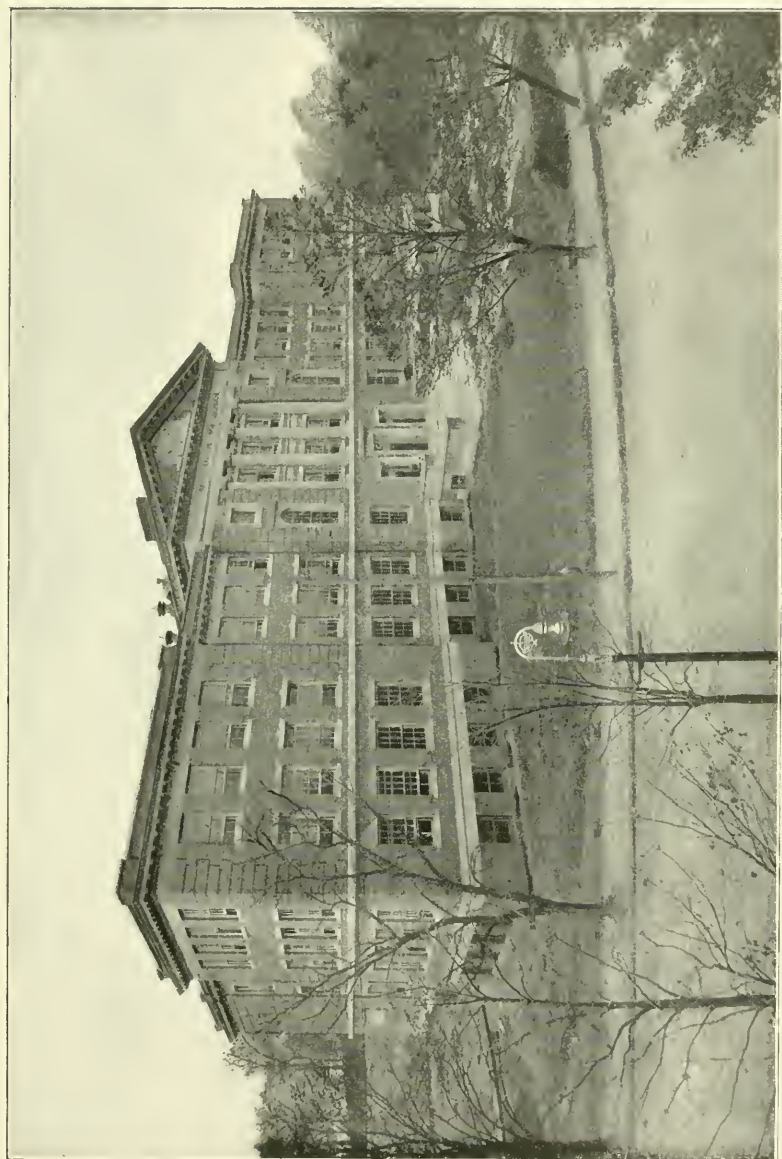
This school is neither a trade school nor an institution peculiarly adapted to pupils of any particular class or social condition. Its special function is to furnish systematic instruction in drawing and the elements of the mechanic arts, in addition to a thorough high school course in which mathematical and scientific branches predominate. It aims to educate its pupils not primarily to become mechanics, but to become men of intelligence and skill. Area of site (exclusive of recent addition), 22,881 square feet.

ROXBURY HIGH SCHOOL.

The Roxbury High School for boys was established in 1852, and, in 1861, was combined with the High School for girls, established in 1854. It formerly occupied a building on Kenilworth street, erected in 1860, and still used for school purposes. The present school-house on Warren street was completed in October, 1891, and dedicated April 1, 1892. Area of site, 25,617 square feet.



ROXBURY HIGH SCHOOL.



SOUTH BOSTON HIGH SCHOOL.

SOUTH BOSTON HIGH SCHOOL.

The first steps toward the establishment of the South Boston High School, the latest addition to the high school system of Boston, appear to have been taken in 1875 when a South Boston member of the School Committee vainly endeavored to secure a girls' high school for that district.

In 1892 the City Council requested the School Committee to consider the advisability of establishing a high school in South Boston, but the reply was returned that there appeared to be no necessity or demand for such a school. In 1894, however, a petition of 1,099 citizens of South Boston formally requested of the School Committee its establishment, and the reply was this time made that the necessity of a high school there was recognized, but that other needs of the city should first be met, and that this one ought to be supplied as soon as the finances of the city might permit.

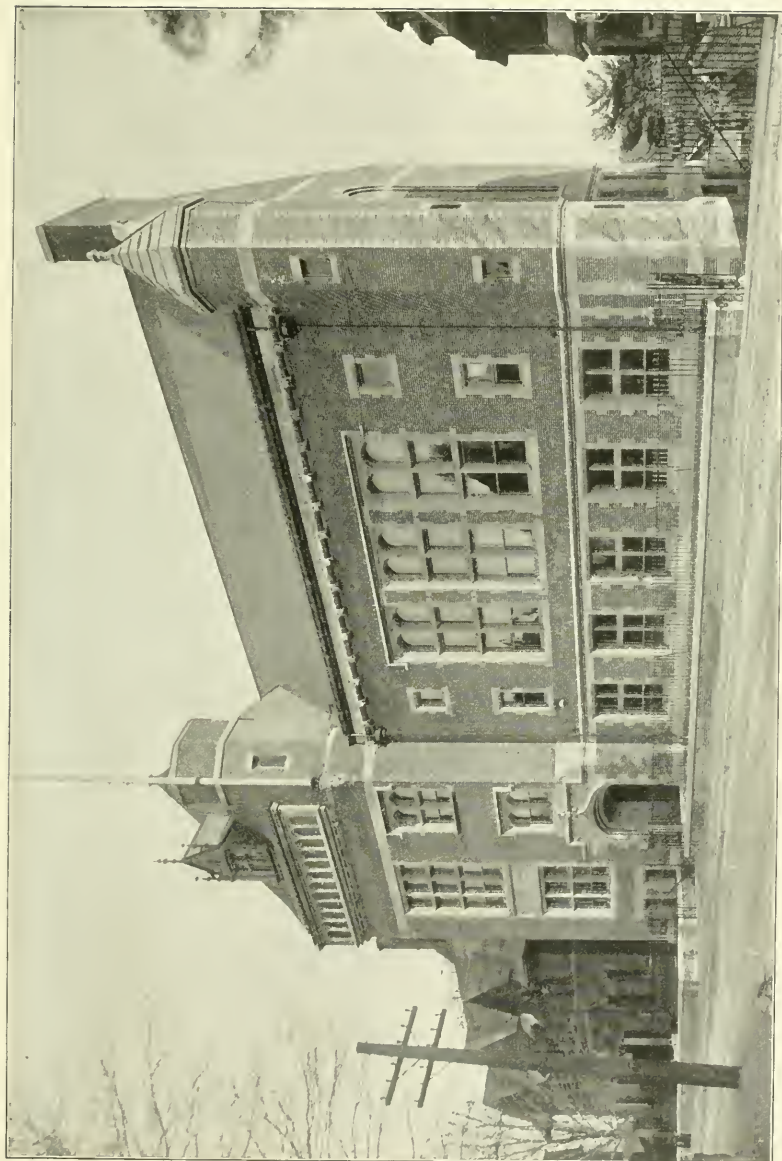
In 1895 an appropriation was made by the School Committee for the purchase of the necessary land, and in 1897, when the Water Department vacated the reservoir on Thomas park, that site was selected for the school; and the City Council turned over to the School Committee so much of it as might be needed for school purposes. For the land thus acquired the School Committee paid the Water Department at the rate of 30 cents per square foot. The general contract was executed October 11, 1898, and the building, which stands on the eastern end of the historic Dorchester Heights, was first occupied on September 11, 1901. The formal dedicatory exercises took place on Tuesday, November 26, 1901. Area of site, 79,646 square feet.

WEST ROXBURY HIGH SCHOOL.

The present West Roxbury High School traces its beginnings back into the seventeenth century, when, in 1676 and later, Hugh Thomas, John Ruggles, and others gave to the town of Roxborough land "for the use of a school only," and contributions of money. It was, however, through John Eliot, the "Apostle to the Indians," and for nearly sixty years minister of the church in Roxbury, that the main impetus to the school fund was given. In the year 1689 Eliot gave seventy-five acres of land "for the maintenance, support and encouragement of a school and schoolmaster at . . . Jamaica or Pond Plain," in order to prevent, as he quaintly expresses it, the "inconvenience of ignorance."

For more than one hundred years this and other property for the maintenance of a school was in the hands of individuals as trustees until, in the year 1804, the "Trustees of the Eliot School" were incorporated. As early as 1831 the School Committee of the town of Roxbury and the Eliot Trustees coöperated in maintaining the school. In 1842 a high school was proposed. It was agreed between the School Committee and the trustees that the Eliot fund should provide instruction to the most advanced pupils, leaving the lower departments of instruction to be provided for and conducted by the city. In 1855 the town of West Roxbury — it had in 1851 been set apart from Roxbury and incorporated as an independent municipality — assumed complete control of the school, but continued to receive pecuniary assistance from the Eliot fund until annexation to Boston in 1873, when the trustees withdrew their support. Since that date the school has been known as the WEST ROXBURY HIGH SCHOOL.

The first building appears to have been built, about 1676, on the site of the present soldiers' monument, at the junction of South, Centre, and Eliot streets, in Jamaica Plain. In 1731 a new building was erected on the same land. The third building



WEST ROXBURY HIGH SCHOOL.

was built in 1787 on Eliot street, where the present Eliot School, the fourth building in the series, now stands. This latter building was dedicated in 1832, and is still in the possession of the Eliot Trustees, and used by them for educational purposes not regularly within the scope of the courses laid down by the public school authorities. In 1855 the girls' department was moved to Village Hall, on Thomas street, but in 1858 the boys' department was again united with the girls', and the building on Eliot street was for the time closed. In 1867 the building on Elm street was built. It bears the inscription over the front door :

1689 — ELIOT HIGH SCHOOL — 1867

In 1892 additional land was purchased in the rear of the existing building, in view of the obvious necessity for increasing the accommodations for the school in the near future, and in 1898 the present building, planned and authorized as an addition to the Elm street building, but in reality a complete and modern building, four-fold exceeding in size the structure to which it is annexed, was begun, and first occupied by the school in September, 1900. It was dedicated on November 22, 1901. Area of site, 47,901 square feet.

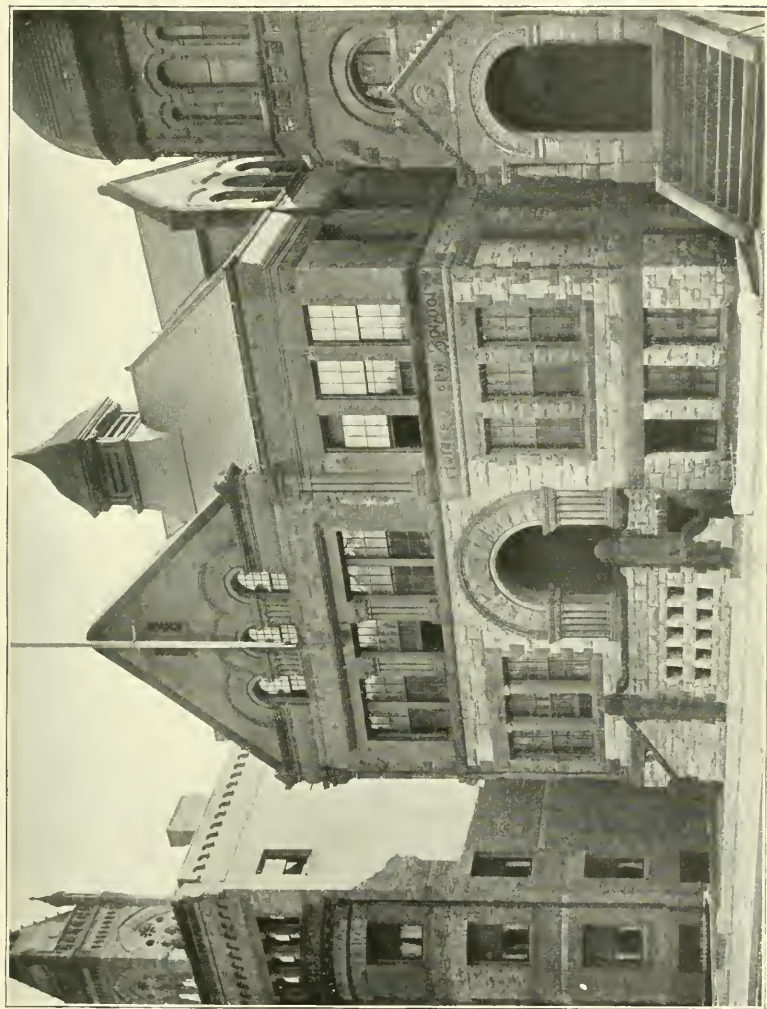
THE HORACE MANN SCHOOL FOR THE DEAF.

This interesting and justly celebrated school, owes its existence to the efforts of a few earnest people who believed that the oral system of instruction for the deaf, which Horace Mann had observed in Germany and brought to public attention in this country twenty-five years previously, could be made to succeed here as well as there; and that this method had great advantages over all others. One of these advantages is pointed out by the Hon. Gardiner G. Hubbard, in his historical address read at the dedication of the new building on Newbury street in 1890. He says :

This was the first public day-school ever opened to deaf children. Before this they had been gathered into institutions, apart from friends, isolated from the world around them, a distinct and separate community. This plan was thought necessary to their education. Our experiment, carried on for twenty-one years, has proved by its continued and growing success that to the deaf as well as to others all the advantages of school education can be extended without the severance of home and family ties.

This school, first known as the "School for Deaf Mutes," was opened November 10, 1869, and for a time was kept in two divisions — one in East street and the other in Somerset street. Soon after better accommodations were found in Pemberton square, and later it was removed to 63 Warrenton street, where it remained for fifteen years. May 8, 1877, the name of the school was changed to "The Horace Mann School for the Deaf." In 1885 an act was passed by the Legislature granting to the city the perpetual right to use a lot of land on Newbury street, near Exeter street, for the purpose of erecting and maintaining thereon a school building for the use of The Horace Mann School. The building was completed and occupied in June, 1890, and was dedicated on Monday, November 10 of that year, the twenty-first anniversary of the opening of the school.

The State has always borne a portion of the expense of maintaining this school, and now contributes \$100 per annum for each pupil resident in the city of Boston, and \$150 for each non-resident pupil. Area of site, 8,400 square feet.



HORACE MANN SCHOOL.

SCHOOL COMMITTEE HEADQUARTERS.

This building, situated on Mason street, was erected in 1846-47 for the accommodation of the Adams School, so called in honor of Samuel Adams, the distinguished revolutionary patriot, on the same site that was presumably occupied by the South Reading and Writing School, established in 1717. The Normal School, established in 1852, and which in 1854 became the Girls' High and Normal School, occupied the building (with the exception of the lower floor, in which the Public Library had its home from March 20, 1854, to June 30, 1858) from October, 1852, until October, 1870, when it was removed to the present Girls' High School-house on West Newton street. Extensive additions and alterations were made in 1861, when the rooms of an adjacent edifice vacated by the Natural History Society, were also occupied, and the building was formally dedicated to its new uses on the thirtieth of December that year. For several years subsequent to 1870 the building was occupied by overflow classes from the English High and Public Latin Schools. Since January, 1877, it has been occupied as the offices of the School Committee. Area of site, 7,148 square feet.

REPORT
OF
COMMITTEE ON ACCOUNTS.

THIRTY-FIFTH ANNUAL REPORT.

COMMITTEE ON ACCOUNTS.

BOSTON, March, 1903.

To the School Committee:

The Committee on Accounts in accordance with the Rules of the School Board submit their report for the financial year 1902-03, the detailed account of expenditures required of the Auditing Clerk being included as usual.

The appropriations for the support of the public schools are made in accordance with chapter 448 of the Legislature Acts of 1901, which allows the School Committee to appropriate \$3.40 upon each thousand dollars of the taxable valuation of the city, upon which the appropriations of the City Council are based.

Not less than forty cents out of the rate allowed must be appropriated solely for new school buildings, lands, yards, and furnishings, and not less than twenty-five cents solely for repairs and alterations of school buildings. In addition to the amount available upon the basis of three dollars and forty cents, the School Committee can appropriate the income received throughout the year, and any unexpended balance from the appropriation of the year preceding.

Under the law, the total amount that could be appropriated was \$3,850,487.69. His Honor the Mayor vetoed the item of \$446,000 for the construction of new buildings, etc., and the School Board appropriated the sum of \$90,000 instead, under date of May 13, 1902, which sum was approved.

The appropriation as made for the year was sub-divided as follows:

Salaries of instructors	\$2,430,000 00
Salaries of officers	81,687 69
Salaries of janitors	192,000 00
Fuel and light	120,000 00
Supplies and incidentals	214,000 00
Repairs and alterations of school buildings	279,000 00
Rents of hired school accommodations	52,800 00
Salaries of Schoolhouse Commission	11,000 00
Salaries of employees and expenses (Commission)	24,000 00
Construction and furnishing new school buildings, taking of land, and preparing of school yards	90,000 00
Total	<u>\$3,494,487 69</u>

The expenses of each item under the control of the School Committee having been kept within the amount appropriated no transfers from one item to another were necessary during the year.

The ordinary expenses for the past year were as follows:

Salaries of instructors	\$2,426,850 45
Salaries of officers	80,827 21
Salaries of janitors	190,506 93
Fuel and light	96,394 61

Supplies and incidentals:

Books	\$74,771 17
Printing	11,774 85
Stationery and drawing materials	31,802 04
Miscellaneous items	84,865 18
	<u>203,213 24</u>
Schoolhouse repairs, rents, etc.	366,800 00
Expended from appropriation	\$3,364,592 44
From income of Gibson and other funds	4,175 78
Total expenditure	<u>\$3,368,768 22</u>
Total income	50,030 04
Net expenditure	<u>\$3,318,738 18</u>

Net expenditure forward	\$3,318,738 18
Cost of new school-houses, special	\$945,089 34
Less income (special): Sale of building \$103 45 Rents 231 24	
	<u>334 69</u>
	944,754 65
Total net cost	<u>\$4,263,492 83</u>

The committee, in preparing the estimates, stated that the probable income would be as follows:

Non-residents, State and City	\$19,000 00
Trust-funds and other sources	21,000 00
Total estimated income	<u>\$40,000 00</u>

The ordinary income collected in addition to the amount received on account of the tax levy was as follows:

Non-residents, State and City	\$20,630 69
Trust-funds, etc.	26,329 69
Sale of books	591 32
State of Massachusetts, travelling expenses pupils in Horace Mann School	2,478 34
Total income	<u>\$50,030 04</u>

Of the income collected, \$3,298 were received on account of the Gibson and other funds, which amount in addition to a credit balance on hand Feb. 1, 1903, of \$6,332.21, was available for and limited to expenditures under the provisions of these funds.

The balance, \$46,732.04 (less the amount estimated at the beginning of the year, \$40,000), has been carried forward, and is included in the amount that the School Committee can appropriate and expend for general purposes during the year 1903-1904.

The net ordinary expenses, compared with those for 1901-1902 show an increase of \$195,547.38.

The average number of pupils belonging to the different grades the past year was 94,871. The average cost per pupil amounted to \$34.98, an increase, as compared with that for the previous year, of seventy-six cents per pupil.

The gross expenses compared with those for 1901-1902, show a variation in the different items of the appropriation as follows :

Salaries of instructors, increased	\$133,074 09
Salaries of janitors, increased	18,715 10
Supplies and incidentals, increased	28,143 62
School-house repairs, etc., increased	37,209 55
Gibson and other funds, increased	1,383 97
	<hr/>
Salaries of officers, decreased	\$8,704 54
Fuel and light, decreased	10,243 17
	<hr/>
	18,947 71
Total increase, gross	<hr/>
	\$199,578 62
	<hr/>

The following shows the variation in the number of pupils and in salaries in the different grades for the past year, compared with that for 1901-1902 :

High Schools, pupils increased 366, salaries increased	\$32,789 67
Grammar Schools, pupils increased 966, salaries increased	34,195 82
Primary Schools, pupils increased 1,180, salaries increased	29,829 86
Horace Mann School, pupils decreased 2, salaries increased	1,094 50
Kindergartens, pupils increased 407, salaries increased	4,429 78
Evening Schools, pupils increased 596, salaries increased	7,121 00
Evening Drawing Schools, pupils increased 71, salaries increased	1,613 00
Manual Training Schools, salaries increased	5,223 68
Special teachers not charged above, salaries increased	16,776 78
Spectacle Island, and special classes, pupils increased 16.	
	<hr/>
Total increase in pupils, 3,600 ; in salaries	\$133,074 09
	<hr/>

The number of regular instructors on the pay-rolls Jan. 1, 1903, was 2,107, divided among the several grades of schools as follows : High Schools, 216 ; Grammar Schools, 972 ; Primary Schools, 681 ; Horace Mann School, 16 ; Kindergartens, 167 ; Manual Training, including Cookery, 55 — an increase of 86 regular instructors since Jan 1, 1902.

In addition there have been 141 temporary teachers and 156 special assistants employed in the day schools, an average of 267 instructors in the Evening and Evening Drawing Schools, and 115 special instructors, including 42 teachers of sewing, making a total of 2,786 instructors on the pay-rolls during the year.

The amount paid for salaries of instructors the past year was \$2,426,850.45, an increase, as compared with 1901-02, of \$133,074.09. This is a larger increase than usual, and a much greater proportional increase than in the number of pupils.

The increase in this item has been growing steadily. Seven years ago the cost was \$1,584,567, and the past year this amount was exceeded by \$842,283.45, an increase of fifty-three per cent., and an average annual increase for the time of \$120,326.21.

If it be necessary that salaries of instructors should continue to increase in this ratio, immediate steps should be taken to petition the Legislature to increase the tax limit, or, if that cannot be done, to allow the School Committee a larger proportion of the limit as it now exists.

The amount required under present conditions to meet the increase in salaries of instructors for the year (1903-04) will about equal the yearly increase allowed the School Committee for all purposes in accordance with the gain in the assessed valuation of the city, leaving little or nothing with which to meet the expected increase in other items of the appropriation resulting from the yearly growth of the schools.

The following will show the increase in each of the different grades of schools, and may be interesting by way of comparison as compared with 1892-93 — ten years ago:

High Schools, increased	\$241,347	63, or 106 per cent.
Grammar Schools "	351,983	78, " 49 "
Primary Schools "	237,226	45, " 70 "
Kindergartens "	61,360	17, " 146 "
Horace Mann School, increased . .	10,044	07, " 92 "
Evening and Evening Drawing Schools, increased	34,924	50, " 69 "
Manual Training Schools, increased .	37,242	75, " 281 "
Special instructors "	27,876	81, " 108 "

Total increase in salaries \$1,002,006 16, average 70 "

Attention is called to the comparatively slight increase in the Grammar grade and the great increase in Kindergartens and Manual Training schools.

During the period of ten years preceding this time, from 1882-83 to 1892-93, the increase in High Schools was forty-seven per cent., and in the Grammar and Primary Schools only seventeen and twelve per cent. respectively.

In accordance with the Rules 2,173 cases of absence among the instructors were reported throughout the year on the monthly pay-rolls by the principals, varying from a half day to the entire month. This is not equivalent to the absence of 2,173 different instructors, as in some schools the same person was absent more or less each month.

It would be safe to state that more than one-half of the instructors were not absent a single half day during the entire school year, which speaks well for the health of our teachers; and the total absences reported would average only about fifty teachers for the aggregate sessions, and were less than two and one-half per cent. of the teaching force.

The largest number of absences was in March, 378 cases being reported, or more than one-sixth of the total number.

The amount deducted from the salaries of instructors on account of absences, was \$25,698.02. To take the places of the 2,173 teachers, 1,503 substitutes were employed and received \$18,126.48, showing a difference of \$7,571.54. This does not mean a financial gain to the city as many suppose, but merely that the city to that extent did not pay for services not rendered.

This difference was due principally to the difficulty in procuring substitutes for special instructors, and regular teachers in the high schools. It is almost impossible to fill these positions at short notice, or for only a few days service.

The aggregate number of days teachers were absent from the high schools were reported as follows :

	Days.		Days.
Normal	13	English High	118
Public Latin	38	Girls' High	203
Girls' Latin	76	Mechanic Arts High	7
Brighton High	21	Roxbury High	313
Charlestown High	5	South Boston High	103
Dorchester High	25	West Roxbury High	53
East Boston High	73		

On May 27, 1902, an amendment was made to the Rules, allowing the appointment of a special assistant in any grammar grade when the number of pupils to a teacher exceeds fifty-six or is less than eighty-six.

For three months, during which time the above rule has been in force, twenty-five special assistants have been appointed, who received \$1,388 for services rendered prior to December 16, 1902.

When this rule is fully in operation it will mean, without doubt, the appointment of forty to fifty teachers at an annual outlay of from \$8,000 to \$10,000.

The rule might be amended to advantage by limiting the service of these assistants to such length of time as the number of pupils warranting the appointments holds good.

The cost per pupil for salaries paid instructors in the Normal, Latin, and High Schools the past year was as follows:

Normal School	\$95 33	English High School . . .	\$94 89
Latin School	97 80	Girls' High School . . .	59 32
Girls' Latin School . . .	59 31	Mechanic Arts High School,	73 27
Brighton High School . .	83 23	Roxbury High School . .	58 39
Charlestown High School,	102 62	South Boston High School,	47 22
Dorchester High School .	45 06	West Roxbury High School,	62 69
East Boston High School,	63 97		
Average cost			\$69 10.

The average salary paid during the year to each regular

High School instructor was	\$1,916 75
Grammar School instructor was	1,055 31
Primary School instructor was	823 46
Kindergarten instructor was	618 81

During the year \$126,738 were paid for instruction by special teachers as follows:

Sewing: 42 teachers, 418 divisions	\$34,567 63
Music: director	3,000 00
9 assistants	12,501 17
Carried forward	\$50,068 80

<i>Brought forward</i>	\$50,068 80
Drawing : director	3,200 00
5 assistants	7,317 02
2 special teachers, Dorchester High School	2,918 67
special teacher, English High School	2,462 50
Roxbury High School	1,194 00
South Boston High School	1,197 00
West Roxbury High School	435 00
Modern Languages : 4 assistants	6,084 50
Physical Training : director	3,000 00
2 assistants	2,635 00
Military Drill : instructor and armorer	3,050 00
Kindergarten Methods : director and instructor	3,940 00
Vocal and Physical Training and Reading : 9 instructors	9,576 22
Commercial Branches : 18 instructors	18,684 58
Special assistants : Mechanic Arts High School	2,399 50
Chemistry : instructor, Girls' High School	1,620 00
assistant, Girls' High School	936 00
assistant, Roxbury High School	807 25
laboratory assistants, English High School	833 34
laboratory assistant, Mechanic Arts High School	500 00
Special ungraded classes	3,172 62
Evening Lecturers	706 00
Total for special instructors	<u>\$126,738 00</u>

The Evening High School, in the English High School building, on Montgomery street, with branches in Charlestown and East Boston, and ¹fourteen elementary evening schools in different parts of the city opened at the usual time and continued throughout the term as fixed by the Board, with an average number of 2,892 pupils in the high school and two branches, and 4,051 in the elementary schools.

Four of the elementary schools — the Wells and Bowdoin in the West End and the Eliot and Hancock in the North End — are within a short distance of each other, but owing to the density of the population and the preponderance of foreign peoples desirous of learning English, the schools contain about twenty-five per cent. of the whole evening school attendance.

In addition to eighteen buildings occupied during the year for high and elementary evening school work, the Drake, Harvard, and Winthrop Schools were used for instruction in cookery as part of the evening school course.

¹ In addition the Minot Evening School was in session for a short time during the year.

Salaries of instructors in Evening Schools, not including the Evening Drawing Schools, amounted to \$71,625.50 for the year, an increase of \$7,121, as compared with the year preceding.

Salaries paid in the six Evening Drawing Schools, including a school of design, for the usual term, amounted to \$14,035, as compared with \$12,422, for the previous year, and showing an increase of \$1,613.

Previous to 1888 the Kindergartens in the city were carried on at private expense.

In that year the School Committee assumed charge of them, and started with 14 Kindergartens, employing 28 teachers, as part of the educational system.

At the present time there are 90 Kindergartens and 167 teachers, showing an average annual increase of nearly 6 schools and 11 teachers.

The cost for the first year under the School Committee's control, 1889-1890, for salaries paid instructors was \$24,323.60, and the past year the cost was \$103,342.07, showing an average annual increase in salaries of \$6,078.34 for the past thirteen years.

The distribution of the Kindergartens throughout the city is somewhat uneven, and is as follows:

First Division	10	Seventh Division	14
Second Division	6	Eighth Division	16
Third Division	12	Ninth Division	12
Fourth Division	4		—
Fifth Division	8	Total	90
Sixth Division	8		

The average number of pupils belonging the past year was 4,862. This represents only about one-quarter of the children who might be considered of Kindergarten age; and if parents should demand this grade of instruction for all who are eligible, and the School Board should make the necessary provision, the annual cost under present conditions would amount to nearly half a million dollars.

The aggregate amount added to school expenses on account of the Kindergartens being included in the school system is about \$1,150,000.

Early in 1899, His Honor the Mayor, Mr. Josiah Quincy, requested the Committee on Accounts to include in the school budget for 1899-1900 the sum of \$3,000 for opening the school-house yards to a limited extent during the summer vacation, and the request was granted.

An equal amount was appropriated for the financial year 1900-1901, and the \$6,000 granted were expended in those two years under the direction of the Massachusetts Emergency and Hygiene Association. The association had been interested in this line of work for several years, carrying it on successfully by private subscription, and the appropriation granted by the city assisted them to extend it considerably.

In addition to making provision towards opening the yards the School Committee under date of May 22, 1900, appointed a Committee on Vacation Schools, and three schools were opened in the summer in the Bowdoin, Dearborn, and Lyman Districts.

An appropriation of \$3,000 was made, and the expenditures amounted to \$2,052 for salaries and \$83.21 for supplies.

In 1901-1902 four vacation schools were carried on, for which \$5,000 were appropriated, \$4,500 for salaries and \$500 for supplies, out of which \$3,482.50 were expended for salaries and \$509.69 for supplies.

The past year, 1902-1903, showed a still further increase, and schools were opened in seven districts, accommodating pupils in East Boston, Charlestown, the North and West Ends in the city proper, South Boston, Roxbury, Brighton, and Dorchester. The average attendance in each district numbered about 500 pupils.

In addition five playgrounds were opened during the same time in East Boston, Charlestown, the South End in the city proper, South Boston, and Roxbury, and had an average attendance of over 200 children in each.

The total expense during the past year for both vacation schools and playgrounds was \$10,892.90, of which \$1,347.90 were expended for supplies.

In the same general line of supplementary educational work was the appointment February 11, 1902, of a special Committee on Extended Use of School Buildings, to present to the School Board a comprehensive plan for the more complete utilization of the city's school plant.

In accordance with their recommendation, three Educational Centres were opened in the Hancock District North End, Bigelow District South Boston, and Lowell District Jamaica Plain.

For the purpose, an appropriation of \$3,500 was granted. The amount expended was \$2,680.40, of which \$90.40 were for supplies.

Another item included in the annual budget was \$4,200 for the expenses of lectures to be given under the direction of the Committee on Evening Schools.

Of this amount only \$1,104 were expended, \$706 being paid to the lecturers, and the balance for the use of the stereopticon and for incidental expenses.

Special mention is made of these three items of expense because of their recent adoption.

While it may not be within the province of this committee to report upon other than their financial relation to the total school expenditure, it can be said that their popularity is unquestioned.

Many of the large cities of the country are devoting much attention to the problem of education in its wider sense, and Boston cannot afford to lag behind.

It is believed that expenditures in this direction are well invested, not only in the training of children, but of men and women deprived of advantages in their youth.

All these new departures mean, of course, additional expense. Shortness of funds must curtail this work, but there is no doubt that when the people are satisfied of the value to the community, public opinion will demand that provision be made to meet it.

Under the head of salaries of officers, forty-nine persons are employed, including twenty-one truant officers.

The salaries paid during the year amounted to \$80,827.21, a decrease of \$8,704.54, as compared with the previous year.

This reduction was due to the transfer of the charge for repairs, etc., on school buildings from the School Committee to the Schoolhouse Commission.

The salaries of the officials and employees connected therewith were paid after July 1, 1901, from the appropriation allowed the Commission.

The expense incurred the past year for services of janitors, including the amount paid for washing schoolhouse floors during the summer vacation, was \$190,506.93, and an increase over the previous year of \$18,715.10.

This is the largest increase in salaries of janitors recorded in any one year, and was due principally to the new and elaborate high school buildings lately acquired.

During the past few years, when an old building has been replaced by a new one or has received a large addition, it means usually three or four times as much labor to keep it heated and in a cleanly condition, and the salary of the janitor must be increased to correspond.

The number of buildings used for school purposes for which compensation was paid was 319. (In some cases the rental of hired buildings includes heating and care.)

A force of 199 persons was employed as janitors, engineers, or matrons, with salaries ranging from \$4,200 for high school work to \$120 for a portable building.

The average salary paid was \$957.32, but as many janitors employ either permanent or temporary assistance, the net average amount received was considerably less.

During the summer vacation the floors of the school buildings (with very few exceptions) were washed thoroughly at a cost of about \$2,500.

The fuel situation during the greater part of the year increased considerably the labor of the janitors.

It having been necessary to supply the schools in small quantities, the janitors were obliged to be in readiness to receive fuel, on an average, ten or twelve times instead of two or three times as has been customary.

Not that alone, but owing to the attitude of the dealers, who were masters of the situation, the janitors were expected to remain in their buildings an indefinite time after ordering coal or wood, in some cases several days, and be ready to receive it at any hour of the day it might arrive throughout the week, even on Saturday or Sunday.

The janitors, in addition to their willingness to assist the committee in keeping the buildings supplied with fuel, rendered good service in using it as economically as possible; and there is little doubt but that, as the result of their efforts, a saving was made of at least a thousand tons of coal representing a value of about \$10,000.

On pages 39-43 of this report there will be found a tabulated list of buildings with the salaries of janitors receiving over \$300 per annum.

During the past year the Committee on Supplies presented for approval bills to the amount of \$299,607.85, which represents the total expenditures of the School Committee, exclusive of salaries, repairs, and the building of new school-houses. The income amounted to \$3,069.66, leaving the sum of \$296,538.19 as the net amount expended under their direction. There were purchased for the schools 10,546 tons of coal and 634 cords of wood, which, together with the expense for gas and electric lighting, amounted to \$96,394.61. This is included in the above net amount.

Full particulars regarding the method and cost of supplying the schools are given in the report of the Committee on Supplies, lately presented.

The appropriation made for repairs and alterations upon school buildings, including also the expenses of the Commission and payments for rents, amounted to \$366,800. The expenditures during the year were \$366,800. For details see pages 56 and 57 of this report.

Of the amount appropriated \$52,800 were set apart for the payment of rents and taxes.

The following shows the rents and taxes paid for each building hired during the year:

Athenæum Building, Cottage street, Dorchester . . .	\$813 00
23 Byron court, Roxbury	382 00
Beech-street lot, Roslindale	1 00
Bennington-street Chapel, East Boston	672 00
732 Broadway, South Boston	2,220 00
Church of the Redeemer, East Fourth street, South Boston	840 00
341 Centre street, Jamaica Plain	490 00
147 Columbus avenue	1,300 00
Presbyterian Chapel, 33 Chambers street	844 20
St. Andrews Chapel, 38 Chambers street	1,080 00
Room 620 Colonial Building, 100 Boylston street . . .	250 00
Chauncy Hall, Copleysquare	8,751 80
G. A. R. Building, E street, South Boston	1,450 00
Trustee Building, Eliot street, Jamaica Plain	300 00
Germania Hall, 1448 Columbus avenue, Roxbury . . .	60 00
58 Glenway street, Dorchester	720 00
Greenwood Hall, Glenway, Dorchester	600 00
331-333 Centre street, cor. Gay Head street, Jamaica Plain .	960 00
179 Heath street, Roxbury	433 00
255 Heath street, Roxbury	60 00
17 Hewlett street, Roslindale	240 00
737 Huntington avenue, Roxbury	673 00
741 Huntington avenue, Roxbury	709 00
766 Huntington avenue, Roxbury	780 00
908 Huntington avenue, Roxbury	720 00
170 Lauriat avenue, Dorchester	600 00
20 Mt. Vernon street, Dorchester	1,213 00
Parochial School, Moon street	8,169 01
86 Milton avenue, Dorchester	112 00
Methodist Chapel, Vinton street, South Boston . . .	620 00
31 North Russell street	3,063 33
North End Union, 20 Parmenter street	1,800 00
32 Parmenter street	400 00
Day's Chapel, 974 Parker street, Roxbury	250 00
<i>Carried forward</i>	<u>\$41,576 34</u>

<i>Brought forward</i>	\$41,576 34
Princeton and Shelby streets, East Boston	50 00
Roxbury House Association, 1 Dayton avenue, Roxbury	600 00
Stevenson's Block, Central square, East Boston	235 00
399 Saratoga street, East Boston	300 00
124 Shawmut avenue	550 00
18 Standish street, Dorchester	733 00
South Baptist Church, East Fourth street, South Boston	600 00
276 Tremont street, Roxbury	1,066 67
1508 Tremont street, Roxbury	600 00
1518 Tremont street, Roxbury	600 00
1520 Tremont street, Roxbury	184 33
1634 Tremont street, Roxbury	616 25
Tomfohrde Hall, 91 Boylston street, Roxbury	400 00
Unitarian Church, South street, Roslindale	600 00
727 Walk Hill street, Dorchester	133 00
Walker Building, 120 Boylston street	2,800 00
323 Washington street, Dorchester	373 00
2307 Washington street, Roxbury	1,163 00
Winthrop Hall, Upham's Corner, Dorchester	15 00
Total	<u><u>\$53,195 59</u></u>

During the year, under authority granted and appropriations transferred by the School Committee, the following sums were expended under the head of new school-houses, completing and furnishing school buildings, and land and buildings for schools, by the Schoolhouse Department:

New Dorchester High School-house:

Building	\$5,640 10	
Furnishing	4,251 53	
		\$9,891 63

South Boston High School-house:

Building	\$25,663 28	
Furnishing	2,471 65	
		28,134 93

New East Boston High School-house:

Building	\$14,392 64	
Furnishing	629 25	
		15,021 89

West Roxbury High School-house, addition:

Furnishing		630 11
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Mechanic Arts High School-house, addition:

Building	\$3 00	
Furnishing	1,391 91	
		1,394 91

<i>Carried forward</i>	\$55,078 47
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<i>Brought forward</i>		\$55,073 47	
Grammar School-house, Eutaw street, East Boston, new Chapman School:			
Building	\$611 97		
Furnishing	833 10		
			1,445 07
Grammar School-house, Fourth and E streets, South Boston, and addition, new Bigelow School:			
Additional site	\$8,093 00		
Building	39,784 30		
Building and land	\$47,877 30		
Furnishing	11,954 86		
			59,832 16
Grammar School-house, Norfolk and Morton streets, Dorchester, Roger Wolcott School:			
Building	\$25,578 73		
Furnishing	16,108 90		
			41,687 63
Primary School-house, Bartlett street, Charlestown:			
Building	\$212 50		
Furnishing	194 74		
			407 24
Primary School-house, Dighton place, Brighton, new Winship School:			
Building	\$16,997 70		
Furnishing	2,969 52		
			19,967 22
Primary School-house, Parker street, Roxbury, new Ira Allen School:			
Building	\$9,460 19		
Furnishing	816 15		
			10,276 34
Hancock School-house, Parmenter street:			
Addition to lot			21,525 00
Paul Revere School-house, Prince street:			
Site			67,015 78
William H. Kent School-house, Moulton street, Charlestown:			
Site			5,300 00
Gilbert Stuart School-house, Richmond street, Dorchester:			
Paving and grading yard			1,291 83
Portable Buildings, erecting, heating, and furnishing			68,613 33
Lewis School Annex, Dale street, Roxbury			1,002 16
<i>Carried forward</i>			\$353,437 23

Brought forward \$353,437 23

Sanitation and plumbing in the following-named school buildings:

Auburn	\$4,302 63	
Atherton	3,477 16	
Adams	10,065 95	
Aaron Davis	6,933 93	
Bennett and Bennett Annex	17,582 29	
Charles C. Perkins	5,458 48	
Cook	1,766 95	
Drake	3,655 94	
Dwight	7,542 91	
Emerson Primary	5,297 35	
Everett	7,165 51	
Freeman	180 37	
Florence-street	2,568 25	
George Putnam	9,683 75	
Grant	3,887 31	
Harvard	7,270 67	
Ira Allen	2,745 05	
Lowell	1,310 03	
Mayhew	1,917 07	
Norcross	6,882 36	
Phillips Brooks	490 00	
Parkman	7,111 33	
Quincy	10,173 73	
Rutland-street	6,026 43	
Roxbury High	7,958 68	
Skinner	5,222 68	
Sherwin	8,966 43	
Tyler-street	4,663 91	
Wait	174 71	
Way-street	7,124 11	
Wells	6,617 27	
	<hr/>	174,223 24

Addition to lots and building new buildings:

Extension Mechanic Arts High School-house, site	12 00	
Girls' High School-house enlargement, site	14,250 00	
Grammar School-house, Lowell District, site	22,940 33	
Grammar School-house, Roger Clap District:		
Site	\$26,750 00	
Building	37,679 55	
	<hr/>	64,429 55
Primary School-house, Martin District:		
Site	\$36,300 00	
Building	3,596 12	
	<hr/>	39,896 12
<i>Carried onward</i>		\$669,188 47

<i>Brought forward</i>	\$669,188 47
Primary School-house, George Putnam District:	
Site	13,841 49
Primary School-house, Christopher Gibson District :	
Site	\$9,111 00
Building	50,795 57
	<hr/> 59,906 57
Primary School-house, Emerson District:	
Site	\$12,050 00
Building	2,760 97
	<hr/> 14,810 97
Primary School-house, Eliot and Hancock Districts:	
Site	75 00
School-house Phillips District:	
Site	\$60,244 11
Building	9,001 65
	<hr/> 69,245 76
Savin Hill School-house, enlargement:	
Building	7,876 27
Tuckerman School-house, enlargement:	
Site	24,675 00
Fire escapes, etc.:	
Auxiliary fire alarm, installing	2,079 00
Cook School-house fire escape	1,076 00
Hillside School-house fire escape	972 00
Fire extinguishers	3 25
Addition to School-house yards :	
Hancock School-house	22,500 00
Old Christopher Gibson School-house	1,831 05
Miscellaneous :	
Boilers, English High and Girls' High School-houses,	16,078 25
Engineering expenses	9,451 14
Painting and whitewashing and cleaning furniture	
for sanitary purposes	28,155 82
Incidental expenditures, including salaries, blue-	
printing, stationery, horse-hire, engineering sup-	
plies, etc.	3,323 30
Total amount expended 1902-1903	<hr/> \$945,089 34 <hr/>

The following is a list of school-houses completed during the financial year 1902-1903, with the total cost for the same:

East Boston High School-house:

Land	\$63,180 27
Building	298,373 88
Furnishing	19,473 22
	<u>\$381,027 37</u>

West Roxbury High School-house, addition:

Building	\$225,659 98
Furnishing	14,969 73
	<u>\$240,629 71</u>

Chapman Grammar School-house, East Boston:

Building	\$131,284 09
Furnishing	17,503 68
	<u>\$148,787 77</u>

Paul Revere Primary School-house, Hancock District, North End:

Land	\$206,333 22
Building	164,984 23
Furnishing	5,878 77
	<u>\$377,196 22</u>

Winship Primary School-house, Bennett District, Brighton:

Building	\$123,480 80
Furnishing	7,546 05
	<u>\$131,026 85</u>

Bartlett-street Primary School-house, Warren District, Charlestown:

Land	\$38,609 13
Building	67,979 96
Furnishing	4,116 74
	<u>\$110,705 83</u>

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of twenty-six years and nine months:

YEAR.	Expenditures.	Income.	Net Expenditures.	Number of Pupils.	Rate per Pupil.
1876-77.....	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78.....	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79.....	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80.....	1,416,852 00	40,090 28	1,367,761 72	53,981	25 34
1880-81.....	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82.....	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83.....	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84.....	1,452,834 38	79,064 66	1,373,789 72	58,788	23 37
1884-85.....	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86.....	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
1886-87.....	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32
1887-88.....	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
1888-89.....	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
1889-90.....	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91.....	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53
1891-92..... } nine months }	1,295,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93.....	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94.....	1,822,052 26	40,709 13	1,781,343 13	71,495	24 92
1894-95.....	1,885,537 38	38,604 35	1,846,933 03	73,603	25 09
1895-96.....	1,964,760 76	39,181 66	1,925,579 10	74,666	25 79
1896-97.....	2,077,377 56	39,500 83	2,037,876 73	78,167	26 07
1897-98.....	2,254,505 50	42,287 16	2,212,218 34	81,638	27 10
1898-99.....	2,425,997 42	42,210 35	2,383,787 07	83,008	28 72
1899-00.....	2,533,988 82	45,681 35	2,488,307 47	86,719	28 69
1900-01.....	2,678,033 99	48,428 07	2,629,605 92	88,852	29 59
1901-02.....	2,839,599 15	45,993 80	2,793,605 35	91,271	30 61
1902-03.....	3,001,968 22	49,108 50	2,952,859 72	94,871	31 12

From this table it will be seen that for the financial year just closed the running expenses, exclusive of repairs, were fifty-one cents more per pupil than for the year previous.

In the following table the total expenditure, exclusive of repairs and new buildings, is divided into the five items which go to make up the appropriation, showing the net amount expended for each of these items during the past twenty-six years and nine months :

YEAR.	Salaries Instructors.	Salaries Officers.	Salaries Janitors.	Fuel and Light.	Supplies and Incidentals.
1876-77.....	\$1,190,575 10	\$56,807 56	\$77,654 63	\$55,490 16	\$122,673 25
1877-78.....	1,128,430 40	58,035 94	75,109 93	53,321 70	110,680 46
1878-79.....	1,085,288 32	55,462 18	73,728 94	47,678 94	111,343 68
1879-80.....	1,085,324 34	53,679 74	74,594 40	40,920 22	113,243 02
1880-81.....	1,087,172 23	52,470 00	77,204 10	57,483 62	65,562 93
1881-82.....	1,085,459 28	55,993 83	79,791 50	57,593 17	44,788 33
1882-83.....	1,094,491 01	57,038 83	81,281 84	60,863 11	46,858 31
1883-84.....	1,118,751 87	58,820 00	83,182 71	66,068 59	46,966 55
1884-85.....	1,143,893 48	60,020 00	84,982 91	61,325 41	118,123 97
1885-86.....	1,162,566 65	58,910 00	86,601 38	58,417 53	87,528 30
1886-87.....	1,182,092 18	55,739 67	89,802 95	57,216 67	67,103 54
1887-88.....	1,202,685 55	57,608 00	98,947 00	71,048 76	69,170 87
1888-89.....	1,247,482 78	58,157 00	99,248 74	75,067 07	77,407 97
1889-90.....	1,295,177 76	58,295 00	101,399 05	73,580 27	86,162 83
1890-91.....	1,325,984 68	60,112 33	103,420 72	69,524 54	85,108 95
1891-92..... } nine months }	1,005,050 71	45,638 33	78,652 64	56,665 22	79,217 13
1892-93.....	1,391,121 05	60,566 83	110,669 83	77,872 75	91,176 52
1893-94.....	1,432,808 21	62,023 34	114,512 85	86,666 99	85,331 74
1894-95.....	1,495,799 61	58,970 00	118,336 49	77,291 91	96,535 02
1895-96.....	1,548,910 75	62,454 50	123,871 31	75,900 29	114,442 25
1896-97.....	1,628,510 68	66,290 84	131,560 50	82,804 09	128,710 62
1897-98.....	1,779,039 35	69,385 00	139,220 29	96,016 29	128,557 41
1898-99.....	1,926,974 94	70,645 28	147,777 48	102,935 86	135,453 51
1899-00.....	2,020,324 75	68,946 33	150,737 79	98,965 72	146,092 02
1900-01.....	2,133,422 38	83,168 88	157,385 45	96,528 01	157,165 91
1901-02.....	2,249,941 59	89,531 75	171,791 83	106,637 78	172,910 59
1902-03.....	2,380,811 61	80,827 21	190,506 93	96,394 61	200,143 58
Total.....	\$38,428,091 26	\$1,675,597 37	\$2,921,974 19	\$1,960,279 28	\$2,788,459 26
Average.....	\$1,423,262 64	\$62,059 16	\$108,221 27	\$72,602 94	\$103,276 27

The average annual increase in pupils during the time covered by the preceding table was 1,714, which should enter into the account in comparing expenses.

The following table shows the cost of repairs made and furniture provided since 1876-77. It includes also payment for hired accommodations:

YEAR.	Expenditures.	Income.	Net Expenditures.	Number of Pupils.	Rate per Pupil.
1876-77.....	\$165,876 72	.....	\$165,876 72	50,308	\$3 30
1877-78.....	126,428 35	.....	126,428 35	51,759	2 45
1878-79.....	114,015 32	.....	114,015 32	53,262	2 14
1879-80.....	98,514 84	.....	98,514 84	53,981	1 82
1880-81.....	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82.....	178,008 88	247 50	177,761 38	55,638	3 19
1882-83.....	189,350 83	231 00	189,119 83	57,554	3 29
1883-84.....	186,852 18	300 00	186,552 18	58,788	3 17
1884-85.....	198,059 11	526 50	197,532 61	59,706	3 31
1885-86.....	188,435 63	137 50	188,298 13	61,259	3 07
1886-87.....	171,032 71	295 92	170,733 79	62,259	2 74
1887-88.....	243,107 89	221 00	242,886 89	62,226	3 90
1888-89.....	251,736 17	153 00	251,583 17	64,584	3 90
1889-90.....	262,208 75	850 20	261,358 55	66,003	3 96
1890-91.....	263,860 16	208 00	263,652 16	64,022	3 94
1891-92..... } nine months }	205,344 27	595 50	204,748 77	67,696	3 02
1892-93.....	221,905 53	165 00	221 740 53	68,970	3 22
1893-94.....	190,465 06	.....	190,465 06	71,495	2 66
1894-95.....	214,252 47	25 00	214,227 47	73,603	2 91
1895-96.....	250,107 13	.....	250,107 13	74,666	3 35
1896-97.....	225,973 76	937 68	225,036 08	78,167	2 88
1897-98.....	229,941 27	.....	229,941 27	81,638	2 81
1898-99.....	249,973 69	.....	249,973 69	83,008	3 01
1899-00.....	282,708 26	.....	282,708 26	86,719	3 26
1900-01.....	299,248 46	27 00	299,221 46	88,852	3 37
1901-02.....	329,590 45	5 00	329,585 45	91,271	3 61
1902-03.....	366,800 00	921 54	365,878 46	94,871	3 86

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per

pupil. The total running expenses, compared with those for 1901-1902, show an increase of seventy-six cents in the rate per pupil.

The increase in the force of regular instructors, not including special teachers, for the past ten years, was as follows :

1893-94	35	1899-1900	33
1894-95	48	1900-1901	119
1895-96	61	1901-1902	109
1896-97	68	1902-1903	86
1897-98	71		
1898-99	76		<u>706</u>

Average each year, 71.

Later in this report the expenses of each grade of schools are given, but include only such as are chargeable directly to the different grades. In addition, certain expenditures which might be termed general expenses, such as cost of supervision, salaries of officers and directors of special studies, manual training expenses, printing, the annual festival, and similar expenditures, amounting to \$328,328.53, or about ten per cent. of the running expenses, are incurred for the schools as a whole.

In like manner, a certain part of the income collected, amounting to \$26,329.69, is received for the schools in general, and not for any particular grade.

The different grades of schools are charged with the general expenses, and credited with the income received on account of the schools as a whole, as follows:

	General Expenses.	General Income.
High Schools	\$65,050 98	\$5,216 64
Grammar Schools	148,866 72	11,938 09
Primary Schools	86,422 40	6,930 48
Evening Schools	9,547 14	765 61
Evening Drawing Schools	2,278 59	182 73
Horace Mann School	2,922 20	234 34
Kindergartens	13,240 50	1,061 80
Totals	<u>\$328,328 53</u>	<u>\$26,329 69</u>

The following shows the total net cost for carrying on each grade of schools, by charging and crediting each with its share, *pro rata*, of the general expenses and income:

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors	\$468,652 72
Salaries of janitors	34,102 29
Books, drawing materials, and stationery	23,773 75
Other supplies and miscellaneous items	16,484 04
Fuel and light	16,791 55
Furniture, repairs, etc.	41,878 82
Proportion of general expenses	65,050 98
<hr/>	
Total cost	\$666,734 15
Income from sale of books	\$159 10
Proportion of general income	5,216 64
<hr/>	
	5,375 74
<hr/>	
Net cost	\$661,358 41
<hr/>	
Average number of pupils, 6,782; cost per pupil, \$97.52	
Cost of educating 6,782 pupils	\$661,358 41
Tuition paid by 82 non-resident pupils	6,007 57
<hr/>	
Net cost of educating 6,700 resident pupils	\$655,350 84
<hr/>	
Average cost of each resident pupil, \$97.81.	

GRAMMAR SCHOOLS.

Salaries of instructors	\$1,067,490 53
Salaries of janitors	79,704 35
Books, drawing materials, and stationery	62,877 39
Other supplies and miscellaneous items	8,454 27
Fuel and light	38,263 42
Furniture, repairs, etc.	120,139 29
Proportion of general expenses	148,866 72
<hr/>	
Total cost	\$1,525,795 97
Income from sale of books, etc.	\$204 35
Income from non-resident tuition	251 75
Proportion of general income	11,938 09
<hr/>	
	12,394 19
<hr/>	
Net cost	\$1,513,401 78
<hr/>	
Average number of pupils, 42,824.	
Average cost per pupil	\$35 34

PRIMARY SCHOOLS.

Salaries of instructors	\$576,629 22
Salaries of janitors	68,752 37
Books, drawing materials, and stationery	14,419 17
Other supplies and miscellaneous items	4,955 37
Fuel and light	30,021 84
Furniture, repairs, etc.	104,578 24
Proportion of general expenses	86,422 40
Total cost	<u>\$885,778 61</u>
Income from sale of books	\$168 32
Income from non-resident tuition	36 38
Proportion of general income	6,930 48
	<u>7,135 18</u>
Net cost	<u><u>\$878,643 43</u></u>
Average number of pupils, 32,512.	
Average cost per pupil	\$27 03

HORACE MANN SCHOOL.

Salaries of instructors	\$20,966 74
Salaries of janitors	1,410 63
Books, drawing materials, and stationery	97 55
Other supplies, car-fares, and miscellaneous items	1,919 36
Fuel and light	440 66
Furniture, repairs, etc.	2,193 68
Proportion of general expenses	2,922 20
Total cost	<u>\$29,950 82</u>
Proportion of general income	234 34
	<u>\$29,716 48</u>
Average number of pupils, 120.	
Average cost per pupil	\$247 64
Total cost of educating 120 pupils	\$29,716 48
Received from the State for tuition and travelling ex- penses of pupils	16,813 33
Net cost of educating 120 pupils	<u><u>\$12,903 15</u></u>
Net average cost of each pupil	\$107 53

KINDERGARTENS.

Salaries of instructors	\$103,342 07
Salaries of janitors	1,349 97
Books, drawing materials, and stationery	174 30
Kindergarten supplies	1,588 43
Services of maids	4,484 90
Other supplies and miscellaneous items	593 99
Fuel and light	238 29
Furniture, repairs, etc.	10,694 86
Proportion of general expenses	13,240 50
Total cost	<u>\$135,707 31</u>
Proportion of general income	1,061 80
Net cost	<u><u>\$134,645 51</u></u>
Average number of pupils, 4,862.	
Average cost per pupil	\$27 69

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$71,625 50
Salaries of janitors	3,136 72
Books, drawing materials, and stationery	2,073 35
Other supplies and miscellaneous items	245 84
Fuel and light	7,679 50
Furniture, repairs, etc.	3,544 50
Proportion of general expenses	9,547 14
Total cost	<u>\$97,852 55</u>
Income from sale of books	\$59 55
Proportion of general income	765 61
	<u>825 16</u>
Net cost	<u><u>\$97,027 39</u></u>
Average number of pupils, 6,943.	
Average cost per pupil	\$13 97

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$14,035 00
Salaries of janitors	694 60
Drawing materials and stationery	1,306 02
Other supplies and miscellaneous items	14 42
Fuel and light	1,153 67
Furniture, repairs, etc.	3,871 91
Proportion of general expenses	2,278 59
Total cost	<u>\$23,354 21</u>
Proportion of general income	182 73
Net cost	<u><u>\$23,171 48</u></u>
Average number of pupils, 744.	
Average cost per pupil	\$31 14

One of the duties of this committee is to make out bills for tuition of non-resident pupils and transmit them to the City Collector for collection.

The committee rely upon the principals to report all such cases. The rule is explicit, and provides that neither a non-resident pupil nor one who has only a temporary residence in the city shall be allowed to enter or to remain in any school unless the parent, guardian, or some other responsible person has signed an agreement to pay the tuition of such pupil, or until a certified copy of the vote of the Committee on Accounts permitting such pupil to attend the school has been transmitted to the principal.

Although every effort is made by the teachers to detect such cases, the city, probably, is put to the expense of educating many pupils who ought to pay tuition but who evade it in one way or another.

The tuition collected last year on account of 213 pupils was sub-divided as follows:

82	Normal, Latin and High School pupils	\$6,007 57
9	Grammar School pupils	251 75
2	Primary School pupils	36 38
120	Horace Mann School pupils	14,334 99
Total amount received		<u>\$20,630 69</u>

Your committee, in preparing the annual school budget for the present year 1903-04, were confronted with the fact that, in order to continue the schools upon the present basis of expenditures, the sum of about \$110,000 would be needed in addition to the amount that can legally be appropriated.

The fact that expenses must be reduced to keep within the legal limit did not admit of argument, and reductions became not a matter of choice but of necessity.

Your committee did not rely upon their own judgment in so important a matter, and requested the Superintendent to recommend such reductions in the items of expense as, in

his opinion, could be made with the least detriment to the school system.

After long and careful consideration, which the importance of the subject demanded, and obtaining such information as they could the committee completed the appropriation bill, in accordance with their best judgment, and submitted it to the School Board under date of March 10, 1903. For the appropriation in detail, see the last pages of this report.

It is hoped that the carrying into effect of the radical measures proposed may be averted, wholly or in part, by the Legislature granting the School Committee sufficient money to carry on the schools without disturbing their present status.

The appropriation recommended for the financial year 1903-1904 by items was as follows :

Salaries of instructors	\$2,501,000 00
Salaries of officers	77,581 00
Salaries of janitors	195,000 00
Fuel and light	214,000 00
Supplies and incidentals	190,500 00
Repairs and alterations of school buildings	287,133 00
Rents of hired school accommodations	49,000 00
Salaries and expenses of Schoolhouse Commission	20,000 00
	<hr/>
	\$3,534,214 00
	<hr/>

The School Committee control the expenditure of the first five items in the table above, amounting to \$3,178,081.

The only way to keep within the available appropriation the present year is by limiting the increase in expenditures to \$180,288.56 ; but, inasmuch as a conservative estimate of the increased cost under the head of fuel and light which includes coal, wood, electric power, gas and electric lighting alone will be \$120,000, leaving but \$60,288.56 for all other items, it seems hardly possible to carry on the schools as they are conducted at present, on the money in sight.

For the past three years the increase in salaries of instructors has averaged over \$120,000, and there is no

reason to suppose that the increase will be much less this year unless radical measures are taken to bring about a reduction.

Salaries of janitors will require a somewhat larger appropriation, but salaries of officers, and the cost of supplies and incidentals, probably can be kept within last year's figures.

The law requires expenses to be kept within the appropriation; that being the case it is hoped that every one connected with the schools will appreciate the necessities of the financial situation, and make every effort to curtail expenses.

In closing, your committee would call attention to the following pages of this report, which give more in detail the expenditures for the financial year 1902-1903.

Respectfully submitted,

PHINEAS PIERCE,

Chairman.

GEORGE E. BROCK,

GEORGE A. O. ERNST,

WILLIAM J. GALLIVAN,

WILLIAM F. MERRITT,

Committee on Accounts.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years; also the average number of scholars. Annexations occurred as follows: Roxbury, January 6, 1868; Dorchester, January 3, 1870; Charlestown, Brighton, and West Roxbury, January 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars Belonging.	No. of Evening Scholars Belonging.	Total No. of Scholars Belonging.	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of New School-houses.	Total Expenditures.
1873-74.....	42,544	1,714	44,258	\$1,041,375 62	\$377,681 62	\$1,419,057 04	\$28,848 73	\$1,390,208 31	\$32 14	\$446,063 25	\$1,835,720 29
1874-75.....	44,342	1,522	46,464	1,249,498 93	474,874 08	1,724,373 61	26,220 82	1,698,152 79	36 54	356,039 74	2,081,043 35
1875-76.....	45,424	3,333	49,317	1,266,803 69	470,830 68	1,737,634 27	20,635 72	1,716,998 55	34 82	277,746 57	2,015,380 84
1876-77.....	46,581	3,727	50,308	1,268,604 23	422,472 22	1,691,076 45	21,999 03	1,669,077 42	33 18	125,539 61	1,816,615 49
1877-78.....	47,675	4,084	51,759	1,215,782 03	366,334 06	1,582,116 09	30,109 31	1,552,006 78	29 99	174,324 84	1,756,440 84
1878-79.....	49,700	3,562	53,262	1,172,489 69	347,173 23	1,519,662 92	32,146 54	1,487,517 38	27 93	240,222 98	1,769,885 90
1879-80.....	50,831	3,130	54,961	1,162,258 61	353,108 23	1,515,366 84	43,090 28	1,466,276 56	27 16	136,878 45	1,652,245 29
1880-81.....	51,542	3,170	54,712	1,165,402 60	394,274 82	1,559,677 51	74,076 08	1,485,601 43	27 15	175,037 15	1,662,638 56
1881-82.....	52,611	2,964	55,438	1,163,629 71	405,349 36	1,570,979 07	69,591 58	1,501,387 49	26 98	139,126 88	1,710,514 37
1882-83.....	54,590	2,964	57,554	1,180,183 73	422,968 76	1,603,162 49	73,504 56	1,529,657 93	26 58	77,628 73	1,680,791 22
1883-84.....	55,640	3,148	58,788	1,206,683 23	433,023 33	1,639,706 56	79,504 56	1,560,201 90	26 54	268,879 72	1,829,080 28
1884-85.....	55,888	3,818	59,706	1,230,771 71	474,081 43	1,705,453 14	39,574 76	1,665,878 38	27 90	278,114 05	1,983,567 19
1885-86.....	57,180	4,079	61,259	1,251,403 29	422,269 54	1,673,672 83	31,350 84	1,642,321 99	26 81	362,796 15	2,036,468 98
1886-87.....	58,265	3,913	62,259	1,269,545 91	386,380 69	1,656,376 00	33,684 20	1,622,691 80	26 06	125,687 45	1,782,063 45
1887-88.....	58,310	3,916	62,226	1,266,192 42	483,468 46	1,779,660 88	37,313 81	1,742,347 07	28 00	127,875 90	1,907,536 78
1888-89.....	60,224	4,360	64,584	1,332,506 17	516,179 08	1,848,685 25	39,738 52	1,808,946 73	28 01	121,328 95	1,970,014 20
1889-90.....	60,478	5,625	66,003	1,390,868 87	525,867 09	1,916,735 96	40,762 50	1,875,973 46	28 42	349,002 82	2,266,338 78
1890-91.....	61,019	6,003	67,022	1,424,988 20	524,232 24	1,949,220 44	41,417 06	1,907,803 38	28 47	172,523 90	2,121,744 34
For the nine months end-											
ing January	61,763	5,933	67,696	1,070,848 59	421,477 02	1,501,325 61	31,352 81	1,469,972 80	21 71	527,429 10	2,028,754 71
1892-93.....	63,347	5,623	68,970	1,485,411 12	505,480 05	1,990,891 17	37,743 66	1,953,147 51	28 32	569,700 75	2,560,591 92
1893-94.....	65,256	6,239	71,495	1,522,074 37	480,542 95	2,012,617 32	40,769 13	1,971,808 19	27 58	279,356 81	2,291,974 13
1894-95.....	67,008	5,896	73,606	1,500,600 15	569,189 70	2,069,789 85	38,629 35	2,061,160 50	28 00	397,983 62	2,497,773 47
1895-96.....	69,087	6,788	75,875	1,617,021 50	567,846 39	2,214,867 89	38,181 66	2,175,686 23	29 14	513,735 61	2,728,905 50
1896-97.....	71,773	6,394	78,167	1,730,083 68	573,267 74	2,303,351 32	40,438 51	2,262,912 81	28 95	1,729,655 37	3,033,006 69
1897-98.....	75,227	6,411	81,638	1,886,063 00	597,543 77	2,483,446 77	42,287 16	2,441,159 61	29 91	930,716 40	3,415,163 17
1898-99.....	77,378	5,630	83,008	2,032,500 46	643,070 65	2,675,571 11	42,210 35	2,633,360 76	31 73	626,515 93	3,302,487 04
1899-00.....	80,463	6,256	86,719	2,133,957 03	684,140 65	2,818,097 08	45,681 35	2,771,015 73	31 95	822,107 37	3,693,804 45
1900-01.....	82,250	6,622	88,872	2,261,706 60	715,315 85	2,977,282 45	48,455 07	2,928,827 38	32 96	737,183 81	3,714,466 26
1901-02.....	84,251	7,020	91,271	2,383,308 11	785,881 49	3,169,189 60	46,968 80	3,123,190 80	34 22	4,838,074 64	4,007,264 24
1902-03.....	87,184	7,687	94,871	2,507,677 66	861,090 56	3,368,768 22	50,630 04	3,318,138 18	34 98	5,946,089 34	4,313,857 56

¹ Includes Improvements in Buildings (\$172,950.86) paid from loans.

² Includes Improvements in Buildings (\$253,713.58) paid from loans.

³ Includes Improvements in Buildings (\$42,063.80) paid from loans.

⁴ Includes Improvements in Buildings (\$235,302) paid from loans.

⁵ Includes Improvements in Buildings (\$35,065.18) paid from loans.

TWENTY-THIRD ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS
OF THE
CITY OF BOSTON,
MARCH, 1903.

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REPORT.

To the School Committee:

The Superintendent of Public Schools respectfully submits his twenty-third annual report:

STATISTICS.

Whole number of pupils belonging to all the day schools on the thirty-first day of January, each year:

1899.	1900.	1901.	1902.	1903.
77,464	80,724	82,168	84,778	86,797
Normal School:				
261	231	189	187	226
Latin and High Schools:				
5,184	5,411	5,592	5,989	6,337
Grammar Schools:				
37,945	39,439	40,522	41,749	42,635
Primary Schools:				
30,187	31,438	31,438	32,241	32,839
Kindergartens:				
3,887	4,205	4,427	4,612	4,760

Average number of pupils belonging to all the day schools during the five months ending the thirty-first day of January, each year:

	1899.	1900.	1901.	1902.	1903.
	77,246	80,309	82,065	84,274	86,980
Normal School :					
314	261	214	208	227	
Latin and High Schools :					
5,400	5,615	5,800	6,208	6,555	
Grammar Schools :					
38,059	39,419	40,582	41,858	42,824	
Primary Schools :					
29,666	38,851	31,110	31,545	32,512	
Kindergartens :					
3,807	4,163	4,359	4,455	4,862	
Average number of pupils belonging to the special schools during the time these schools were in session to the thirty-first day of January, each year:					
Horace Mann School for the Deaf :					
116	115	121	122	120	
Evening High :					
2,177	2,275	2,311	2,476	2,892	
Evening Elementary :					
2,887	3,338	3,679	3,871	4,051	
Evening Drawing :					
566	643	632	673	744	
Spectacle Island :					
16	18	18	19	11	
Special Classes :					
	21	26	49	73	

GROWTH.

Taking all the regular day schools, we find that the whole number of pupils belonging on the thirty-first day of January, 1903, was 86,797, which is greater than the corresponding number for the previous year by 2,019. This increase is less than the average increase during the last four years, which has been 2,333.

Taking the same schools, we find that the average number of pupils belonging during the half-year ended January 31, 1903, was 86,980, which is greater than the corresponding number for the previous year by 2,706. This increase is greater than the average increase during the last four years, which has been 2,434.

Taking the lowest figures above reported as representing the current growth of the school system, the needs for additional school-houses and land, created by the past year's growth, cannot be estimated at less than half a million dollars.

Soon after the opening of schools in September inquiry was made concerning the housing of the pupils. The facts ascertained were substantially the same as they were a year before that time.

The total number of pupils in schools September, 1902, was 85,829. Of these there were:

In regular school-rooms	76,631
In halls, corridors, basements, etc., of school-houses owned by the city	1,539
In "portable" buildings	4,701
In hired rooms	2,958
	<hr/>
	85,829

And there were 231 pupils then waiting for admission. The number waiting for admission has since increased to 440.

Of the 9,198 pupils placed elsewhere than in regular school-rooms, there were: High school pupils, 276; grammar, primary, and kindergarten pupils living in East Boston, 355; in Charlestown, 216; at the North and West Ends, 1,726; in the central city, 123; at the South End, 413; in South Boston, 641; in Roxbury, 2,189; in Brighton, Jamaica Plain, and West Roxbury (Eighth Division), 1,045, and in Dorchester, 2,214.

The rentals now paid by the city for the hired school accommodations are as follows:

For the Girls' Latin School	\$7,000 00
Grammar and Primary Schools	29,790 80
Kindergartens	7,460 00
Manual Training Rooms	2,460 00
Evening Drawing Schools	2,300 00
Kindergarten and Cookery (one building)	399 96
Total	<hr/> \$49,410 76

It is my purpose in the main body of this report to give a brief general survey of

THE PUBLIC SCHOOL SYSTEM OF BOSTON.

At the outset it should be remembered that the system of public instruction now maintained by this city is the product of a long process of growth starting in the earliest years of the colony and going on continuously in vital connection with the religious, social, civic, and commercial development of the community. This fact lends a certain importance to the historic point of view, whenever we seek to understand our schools and their work, as we observe them

to-day. Things may be observed in them which seem inexplicable or hardly justifiable when looked at solely from the theoretic point of view, but which are easily accounted for on historic grounds. In new communities, where the school system is a recent complete creation rather than the outcome of slow evolution, the historic may be less significant than the theoretic point of view, at least for local purposes. In surveying our own school system, therefore, it will be well to follow the order of historical development.

THE BOSTON LATIN SCHOOL.

This school was the earliest, and for nearly half a century, 1635 to 1682, the only public school in the town of Boston. Its purpose was not at all like that of the common schools of later times, the elementary education of all the children in the town, but solely the preparation of boys for the university, in order that the colony might be aided in securing, says the historian, "a body of learned men, who 'by acquaintance with ancient tongues' should be able to obtain 'a knowledge of the Scriptures' and qualified 'to discover the true sense and meaning of the original.'"

There were no lawyers in the colony at that early time, nor any physicians. The profession of medicine was practised, so far as it was practised at all, by the ministers of religion and by certain experienced women. The only apparent motive, therefore, a parent had in sending his son to the one public school in Boston was his desire to educate him for the ministry. Other motives came into play later and augmented the number of boys to be prepared for the university.

The original purpose of the Boston Latin School — preparation for the university — has never been changed. As in the beginning, so ever since down to the present time this school has aimed to give to all the boys of Boston who wished to take it the best possible preparation for the university. Of course the “University at Cambridge” was the only one thought of in the earlier time, but as other universities and colleges have arisen this school has opened the way to them all.

It has always been a classical school; its headmasters and many of its teachers have been eminent classical scholars; and so long as classical studies shall be generally believed to afford an excellent preparation for college, this school will have no sufficient reason for changing its character. It will stand by its traditions and be a classical school for many years to come. Other schools, taking advantage of recent changes in the requirements for admission to college, may prepare boys with little Latin and no Greek, but the Latin School will continue to provide the old and excellent classical preparation.

But even in this field there is a larger opportunity now opening to the Latin School. It can, if it will, not merely prepare boys to pass the admission examinations, but prepare them still further so that they shall be able to take advantage of the recent change whereby the term of residence required for the Bachelor of Arts Degree has been reduced from four years to three. This change does not imply, in the case of Harvard College, that the scholarship to be exacted for the degree is any less in quantity or lower in

grade than that hitherto required ; but it does intend to make the shortened term of residence practicable for two classes of boys : first, diligent boys whose preparation has been so thorough as to enable them without undue strain to do the work of four years in three, and second, boys who at the time of entrance are prepared to pass creditably examinations in some of the college studies—the studies thus anticipated being allowed to count towards their degree. In two ways, therefore, the Latin School can prepare boys for the shorter term of residence at the university : first, by carrying the work in the studies required for admission to the highest pitch of thoroughness, and secondly, by anticipating some of the college studies.

As to the first way, thoroughness of preparation, it may be said justly that this school has left little or nothing to be desired for many years past. But even more thoroughness may be expected to result from the new conditions, since there will now be opened to the boys and their parents the double prospect of a shortened term of university residence and the corresponding reduction in the cost of a college education—two powerful motives for their earnest coöperation with the teachers in their effort to secure the utmost thoroughness of preparation.

Anticipation of college studies has not hitherto effected any visible advancement towards a degree except in the case of those students who were prepared to anticipate the whole work of the Freshman year and so to enter at once upon the work of the Sophomore year. There are schools, like the Phillips Academy at Exeter, in which boys are prepared to anticipate a whole year's college work. Such schools simply

add to the ordinary preparatory course the college work of the Freshman year, and then enter their graduates for the Sophomore year. The Latin School has never done this. But now that the studies of the Freshman year, in Harvard at least, have been made elective and, above all, *separable*, so that the anticipation of single studies is practicable and credit therefor towards a degree is regularly obtainable, surely the Latin School would seem to have much encouragement for taking up some of the earlier college studies. This would seem to be the path of future progress for this school.

My personal belief is that it will be better for most boys to be prepared for shortening their term of university residence through anticipation of college studies than through crowding the work of four years into three. But both modes of preparation are within the resources of scholarship existing at the Latin School, and both may easily be tried. Indeed, it may be said that the trial has already been made. It is to the honor of the teachers of the Latin School, as well as a confirmation of the views above set forth, that already many graduates of this school have finished their college studies in less than four years, and that their preparation for this success has been obtained by voluntary extra work done with the teachers out of school hours. Also a considerable number of boys have prepared themselves by working after school to anticipate certain college studies, but hitherto without a view to shortening residence at college.

There would be obvious advantages if this "extra work" could be made a part of the regular work of the school. The additional cost would probably not be

great, merely that due to a somewhat increased number of boys at first and later the cost of one or two additional young teachers to relieve the older of a part of their elementary work and to do some of the new advanced work. Young men of the right sort, fresh from college, can often do such advanced work exceedingly well.

THE GRAMMAR SCHOOLS.

The primitive schools from which our modern grammar schools have been developed were first established in 1682, nearly half a century later than the beginning of the Latin School. In that year the Latin School, then taught by the celebrated Master Cheever, being much overcrowded, the town voted to set up two schools "for the teaching of children to write and cipher." This was an extremely simple course of study; it did not even cover the three R's, but only two of them, writing and arithmetic. Reading was learned at home or from private teachers.

One of these two schools soon took up classical studies in addition to the writing and the ciphering, and for more than a century was known as the North Latin School.¹ This fact indicates how strong the notion then was that the only education worthy of much consideration was that which came from classical studies. Nevertheless the vote of the town establishing the two writing and ciphering schools must be taken as a deliberate public recognition of the value of some elementary education for the common purposes of life, and likewise of the importance of providing this for all who wished

¹ The old Latin School was then on School street, at the rear of King's Chapel.

to obtain it. Therefore is the date, 1682, to be taken as the beginning of the common schools in Boston.

In 1790, the North Latin School was restored to its original purpose, and later became known as the Eliot Grammar School, a name which it still bears. Meanwhile the other writing and ciphering school was held to its original purpose, and in the course of time also became a grammar school, long known as the South Reading and Writing School and later as the Adams Grammar School. It occupied a building where the School Committee rooms now are, and was discontinued in 1852. Other schools of the primitive type were established as the town grew larger, the studies being limited to writing and ciphering through the rest of the seventeenth and well on towards the middle of the eighteenth century.

These early schools were open only for boys. For more than a century girls were not admitted at all; and when they were first admitted, in 1789, they were permitted to attend only half the year, from April to October. This was doubtless because many of the boys had work to do in the summer season, and so left room in the schools for the girls. It was not before 1828 that girls were admitted to the grammar schools on equal terms with the boys.

Meanwhile the educational wants that demand reading, grammar, geography, and history were making themselves felt more and more. Towards the middle of the eighteenth century the introduction of these studies into the public schools was advocated by enlightened persons who believed that the schools ought to be reformed by such an enlargement of the scope of their instruction. These studies became the fads of the

day, that is, new things not yet accepted by the great majority. We may be sure that the new studies were strenuously opposed; for the masters of the schools at that time, having been chosen merely for their ability to teach children to write and to cipher, were generally incompetent to teach reading, grammar, geography, and history. Very naturally they were unwilling to give up their places or to be subordinated to other masters of larger education than their own; and they had friends who sympathized with them in this view. Hence arose a long controversy which ended in a compromise whereby a peculiar plan of school organization, known as the Double-headed System, came into existence.

A new master, called the grammar master, was appointed in each school to teach the new studies, reading, grammar, geography, and whatever other higher studies might be added from time to time, while the old master, thenceforth called the writing master, was still employed to teach writing and ciphering, to which branches book-keeping appears to have been added in the course of time. The children in each school were divided into two parts, the one attending in the grammar master's room forenoons and in the writing master's room afternoons, while the other part attended in the reverse order. The grammar master's room was usually upstairs and the writing master's downstairs.¹ This unique arrangement prevailed in the Boston schools for more than a hundred years, and was discarded only when its inherent faults had grown to the point of rendering it no longer tolerable.

¹ There is one building still standing, though long since abandoned for school uses, which was designed to accommodate a two-headed school. It is the old Mayhew school-house on Hawkins street, now used by the city for a tramps' lodging-house.

Speaking of the Double-headed System, Dr. Samuel K. Lothrop says, "it was not a system adopted on deliberation as the wisest and best plan of school organization, but an arrangement made under the pressure of necessity to meet existing circumstances and avoid the disagreeable duty of discharging the masters of the schools 'for the teaching of children to write and cipher,' when it was determined to enlarge the course of instruction at these schools beyond what these masters were competent to teach. The arrangement once made soon became entrenched within the authority of usage and prescription, and for more than a century continued, without exception, and with occasional slight modifications, the form of organization of the grammar schools of Boston."

Thus the reform which enlarged the course of instruction by adding reading, grammar, geography and history became permanently established in the common schools of Boston; but the peculiar form of school organization that came with it was not worthy to be permanent.

The first strong effort to abolish the Double-headed System was made in 1830 by Lemuel Shaw, Chief Justice of the Supreme Court of Massachusetts, then a member of the School Committee. His attack was made by bringing forward a new plan, called the Single-headed System, which provided for one master at the head of each school, with a sufficient number of subordinate and assistant teachers to instruct in all the branches of a good English education. But this new system had a long and hard struggle to establish itself. With all the sound arguments of reason and experience on its side, a campaign of no less than seven-

teen years was necessary to bring its merits into general recognition. Like many another school reform, it was seen to be inimical to what the schoolmasters were pleased to regard as their vested rights and interests. The first decisive victory was won over this stubborn opposition in 1847 by the establishment of the Quincy School, with John D. Philbrick as master. Thus the Quincy School marks an important epoch in school organization. Incidentally, too, it marks an epoch in school architecture. The building now standing on Tyler street was specially designed to accommodate the new single-headed plan of organization; and it has since served as the model for many buildings of the same type, both in Boston and elsewhere.¹ One feature of this design, the single desk and chair for each pupil, came into use at this time.

In a few years after the establishment of the Quincy School the single-headed system became universal in Boston. As one school after another was reorganized the writing masters were dropped from their places and the grammar masters became sole rulers, each of his own school.²

¹ Strict accuracy requires the statement that the original building was destroyed by fire in 1858. But the new building was erected on the foundations of the old one and in close accordance with the original design, the only noteworthy departure being made in the fourth story, where two school-rooms were placed instead of giving the whole space to a hall.

² This dropping of the old writing masters was doubtless a cruel blow to most of them, but it is pleasant to record one instance at least in which mercy was shown. It is the curious case of James Robinson, Writing Master, who drew his salary virtually as a pension during all the latter part of his long life. Annually, when all the other teachers of the schools had been appointed, special action was taken in his case, and he was appointed "to perform such services and give such instruction in arithmetic and bookkeeping as he might be called upon to perform by the chairman of any of our committees, his salary to be the same as for the last year." He went to the City Hall every quarter to draw his salary, but he was never called upon to do any work. Mr. Robinson's last appointment was made by the new School Committee in September, 1876. He died in 1877, nearly ninety-six years of age.

Another reform proposed and strongly advocated by Chief Justice Shaw, prospered for a time, but public sentiment has since turned against it. It was the separation of the sexes, so that boys and girls in the grammar schools should attend in different buildings. This became the established practice in Boston and in Roxbury, where it still continues, but not elsewhere. If it be asked how Boston now stands on the question of co-education the answer is that, in practice, she stands for separate education and for all degrees of co-education, since she has boys and girls in separate buildings, in separate rooms of the same building, on different sides of the same room, and seated promiscuously in the same room. Experience has shown no strong reason for desiring a change in any of the established schools. The cost of changing a building designed to be used by either boys or girls alone into one designed to be used by both, has always been accepted as a conclusive reason for making no change in old buildings. New grammar schools are now usually organized for co-education, and this practice seems to be in accord with public sentiment.

We have now noticed the first and the second periods in the history of our grammar schools, the first from 1682 to about 1740, the primitive period when they were not grammar schools at all, but only writing and ciphering schools; and the second from about 1740 to 1847, when they were partly grammar and partly writing schools under the double-headed system of organization. There remain two more periods.

The third period, from 1847 to the creation of the Board of Supervisors in 1876, was a period of recon-

struction and enlargement. The studies that had already been given room in the schools needed to be rearranged and adjusted to the system of grades which the new organization had made necessary. The requirements for promotion from grade to grade and for the grammar school diploma at the end needed to be defined and to be made operative in the schools. Not only was there lack of uniformity in the standards of proficiency set up in the different schools, but there were wide differences in the range of instruction offered. The schools had never been subjected to efficient supervision, and had thus enjoyed a free scope for the development of individual ideas. The consequence was that boys went up to the high school, some well and some ill prepared for advanced work; and that girls, for whom no high school existed in the earlier part of this period, were permitted to take some advanced studies in the grammar schools. Thus it came to pass that the girls' grammar schools were considerably superior to the boys' grammar schools both in the range of the instruction given and in its quality. Then there were new branches of instruction like music, drawing, physiology, physical geography, and natural history, room for which in the grammar schools was demanded by the enlightened reformers of the day. Public interest in the schools had become unusually lively through the influence of Horace Mann and the wide discussions provoked by his advanced views on common-school education.

The whole situation called for a master hand in constructive work, and it was John D. Philbrick who answered the call. His official career as Superintendent of Schools, extending from 1856 to 1878, covered the greater part of the period now under review. His

great work in the grammar schools was to design and bring into effective operation a uniform course of study. This work was partly constructive, but partly reconstructive. Circumstances did not then permit an entire clearing of the ground for a wholly new structure, symmetrical and complete; but the new construction must be combined with the old, after the method of builders in the reconstruction of old buildings too valuable to be torn down. In a newer community, without much of a history and with a school system to be constructed for the first time, the work would have been far easier. It must be acknowledged that Mr. Philbrick's work had solidity and has lasted well. The course of study in use to-day is mainly that which he framed, the changes being comparatively few and not of a radical nature.

What Mr. Philbrick was prevented from accomplishing in his time was the bringing of his course of study into effective and complete operation in all the schools. There was much passive opposition to be overcome. Schoolmasters are usually great for passive opposition, and perhaps none were ever greater than the Boston schoolmasters of the last generation. Each was a supreme ruler in his own school district, and, relying on the support of his district committee, he could defy the interference of all other authorities, and he often did so. A single instance will illumine the whole matter: "I would like to see your classes in natural science," said a visitor to one of the grammar masters of that time. "We do not have any classes in natural science," said the master. "Ah, but I see that natural science is set down in your course of study," returned the visitor. "That is true," replied the master. "We allow our

Superintendent to keep it there for ornamental purposes, but we do not pretend to do anything with it in the schools." This is what passive opposition meant at that time.

What the Superintendent needed was a staff of assistants to overcome such opposition and make the course of study effective. Toward the end of this period the need of such help was redoubled by the necessity of applying the Boston course of study to the grammar schools of Roxbury, Charlestown, Dorchester, Brighton, and West Roxbury, when these municipalities were annexed. This need of more force in the supervision of the schools was one of the reasons which led to the reorganization of the School Committee in 1876, and in particular suggested the creation of a Board of Supervisors.

The fourth period in the history of our grammar schools is that which has been passed under the supervision of the Board of Supervisors. It is a period during which, thus far, less attention has been paid to reconstruction and enlargement than to the effective working of the existing system. The course of study has been carefully revised two or three times, but not radically changed at any time. The only important enlargement has been in the matter of manual training, which has been given two hours a week of the school time. This manual training in the grammar schools consists of sewing, cooking, cardboard work, and carpentry. Of these, the first was introduced prior to the present period, and the others in recent years. These branches will be separately noticed in another part of this report.

Beside attention to the smooth and effective working

of the existing system of instruction, a leading aim of the Supervisors has been to improve the methods of teaching. It is characteristic of the present period that the value of good methods in teaching is appreciated more and more. The study of pedagogy, formerly neglected or even despised, has now come to be regarded as the essential part of every teacher's preparation, even of the preparation of high school teachers.

The reform work that now seems most needful in our grammar schools is to rid the several studies of masses of useless details. There is an almost irresistible tendency to over-elaboration in every branch of study. The maker of the text-book wishes to put therein everything that any teacher may be expected to look for, and the teacher fears lest he may be considered deficient if he fail to teach everything in the book. Thus teacher and book-maker react the one upon the other to bring about a congestion of details which is burdensome and useless to the child.

The study of arithmetic has been attacked repeatedly in recent years on the ground of over-elaboration. The study of grammar has been much complained of on the same ground. Geography used to be burdened with a mass of rubbish called political geography, which has now been replaced by a mass of physical geography and recent geology, hardly less unsuited to young minds. The trouble with music and drawing is that the attempt is made to elaborate both these subjects beyond what the fixed time limits fairly allow. It is the same in some degree with all the other studies. Supplementary reading would be more effective if it were less

diffuse and miscellaneous and more concentrated and systematic. In all our school work we need to change our aim from the acquisition of masses of knowledge to the development of mental power; and this will require much simplification in the material presented for instruction, with less appeal to the memory and more to observation and reason.

When the grammar school studies have been simplified by relieving them of masses of unessential details, it will be practicable to lay out the work below the high school and above the kindergarten in eight grades instead of nine. Eight grades is the rule in nearly all the school systems of the country; in a few there are only seven, and in but few are there as many as nine. It appears to be a serious question whether Boston can wisely persist much longer in retaining the plan of nine grades. The Board of Supervisors has prepared a plan for eight grades, which omits no important part of the present work, but only simplifies it, and which still awaits favorable action by the the School Committee. The difficulty appears to be that few teachers can bring themselves to view an eight-grade course as anything else than a nine grade course truncated by cutting off the top grade; whereas it is the nine-grade course so simplified that the work can be done just as easily in eight grades and bring the pupils up to the same maturity of mental power. There are two ways of dealing with this difficulty; one is to ignore it and make the change in spite of it; the other is to persuade the teachers to take a different view of the matter. The latter is the longer, but in the end is likely to be more satisfactory. But we should not wait too long.

THE PRIMARY SCHOOLS.

Early in the nineteenth century there were two highly important educational measures adopted by the inhabitants of the Town of Boston both of which resulted in permanent enlargements of the field of public education. One of these was the extension of elementary education downwards by the opening of primary schools in 1818, and the other was the extension of non-classical education upwards by the establishment of the English High School in 1821. Both these measures grew out of a revived interest in popular education and were beneficial effects of the rising democratic spirit of the time. People were beginning to realize, as never before, that the safety and honor of a free community under democratic government were dependent on the education of all the children, rich and poor alike, in free public schools.

That public primary schools "for children under seven years of age" were greatly needed in Boston was a surprising and unwelcome truth to the officials and the leading men. "The Selectmen and gentlemen of science chosen by the Town as a School Committee," with other eminent gentlemen, who visited the schools annually in July and thereafter "dined together in Faneuil Hall at the expense of the Town," either had not learned that there were hundreds of children in Boston, who, from the poverty or neglect of their parents, had no means of preparation for admission to "our justly celebrated grammar schools," and other hundreds of grammar school age who were growing up in ignorance, or, knowing these facts, made no allusion to them in their after-dinner speeches in Faneuil Hall.

These discreditable facts were first brought to light by the managers of the Sunday-schools. A report published in 1817 states that "of three hundred and thirty-six children admitted to the Mason-street Sunday-school, none of whom were under five years of age, not one-quarter part could read words of one syllable ; and most of them did not know their letters." Other Sunday schools furnished similar evidence. This state of things was all the more discreditable, since a law of the Commonwealth, passed in 1790, providing for the establishment of "preparatory schools," that is, schools to prepare children for admission to grammar schools, had been neglected by the authorities in Boston for more than a quarter of a century. Other towns, meanwhile, had taken action under the law, and were enjoying their primary schools. That this neglect is to be charged upon the authorities and some of the leading men in Boston, and not upon the people, is evident from the prompt and favorable response the people gave whenever the subject of primary schools was brought before them for action. The authorities looked upon primary schools as an expensive fad ; the people took a different view.

In May, 1817, a petition was brought before the Selectmen stating that it appeared "important that schools should be provided at the expense of the town for the instruction of children under the age of seven years," and praying that a meeting of the inhabitants might be called to take the subject into consideration. A town meeting was held, and the matter was referred to the School Committee with the addition of one person from each ward, to be appointed by the Selectmen. There were twelve wards, and the School Com-

mittee consisted of the nine Selectmen and twelve other members. It was therefore possible for the Selectmen to make their appointments in such a way as to secure a majority of the thirty-three members of this special committee who would be favorable to their views. It was known that their views were hostile to the project of establishing public primary schools, and, as might have been expected, an unfavorable report resulted from the deliberations of the special committee.

This committee began by canvassing the town to enumerate the children both below and above the age of seven years who were attending no school. Of the former there were found 283 and of the latter 243, or 526 in all — a number which in a town of forty thousand inhabitants certainly called for serious attention. But the chairman of the Selectmen, Charles Bulfinch, wrote a report carefully designed to persuade the people that there was nothing in the facts that need cause any uneasiness, and concluding that it was inexpedient to establish primary schools at the public expense for children under seven years of age, and that “an increase in the number of reading and writing schools was not required by any evident public necessity.” The financial argument played its usual part in favor of keeping down the tax-rate and protecting the heavy taxpayers.

The School Committee accepted this report and printed it for the information of the people, supposing that this action would end the matter, inasmuch as the vote of the town was understood to have referred the whole matter to the School Committee, with full powers. But the report was highly unsatisfactory to the petitioners, and it was vigorously assailed in the

public press. James Savage wrote in the Daily Advertiser: "We are told that the number of children between the ages of four and fourteen is 526, '*who go to no school.*' What are these children doing? Who has charge of them? Where do they live? Why are they not at school? The committee have not informed us. Have they not a right to a good bringing up and to a common-school education? And have they not a right to a common share of the friendship of the community? If their parents neglect to provide them a school, is it not the duty of the town to do it? And if the town takes no interest in their welfare, is it not the duty of the Legislature to enact laws for the purpose of saving these dependents, these sufferers?"

In May, 1818, a new petition, signed by 186 inhabitants, among whom were many eminent and influential men of that time, was presented at a town meeting, referred to a special committee, and favorably reported upon. The report with proposed votes (1) instructing the School Committee to appoint three gentlemen from each ward to provide instruction for children between four and seven years of age, and (2) appropriating five thousand dollars for the purpose, came up before the town meeting for final action on the 11th of June. The opposition was led by the Hon. Harrison Gray Otis and the Hon. Peter O. Thatcher, who supported by their logic and eloquence the position that had been taken by the School Committee the year before. The leading petitioners, Elisha Ticknor, formerly one of the grammar masters of Boston, and James Savage, supported their case earnestly, aided by others, among whom was Thomas B. Waitt. Of Mr. Waitt it is recorded that he was a practical printer,

who had never before spoken in public, but on this occasion he expressed his views with such clearness and effect as to render the eloquent opposition of Mr. Otis unavailing. The report and the votes were adopted almost unanimously.

This was a signal triumph of the people over the Selectmen and School Committee, who were almost to a man hostile to the measure. "To them," says the historian, "the result was as mortifying as it was unexpected, inasmuch as they had anticipated a different effect from the popularity of Mr. Otis and the consideration of the views published in their report of the year before. They were entirely unprepared for so marked and signal a defeat." They bowed gracefully, however, to the will of the people; and meeting five days later, chose thirty-six gentlemen, three from each ward, to carry into execution the votes of the town. Thus was constituted the Primary School Committee, a body which had the whole management of the public primary schools from 1818 to 1855, a period of thirty-seven years. The history of this organization and its schools is most instructive. A potent agency of reform and progress in its earlier years, it gradually became fixed in its views, conservative, unprogressive and even obstructive, insomuch that its abolition became at last a necessary measure of reform.

The "Annals of the Primary Schools," written by a loyal member and defender of the Primary School Committee, Mr. Joseph M. Wightman, was published by the Board of Aldermen in 1859. In reading those annals, one meets with many a germ of modern theory and practice in school matters; but these germs did not flourish then; many of them grew but slowly, and

others seemed to perish for the time, to be revived under the more favoring influences of a later period. Two instances amongst the many which could be cited will suffice to illustrate the conservative spirit of the Primary School Committee and the hard struggles which every important improvement in the schools has cost the promoters.

In 1833 oral instruction was much in vogue for adults, and it was highly recommended for the purpose of enriching the courses of study in the schools. The New England Lyceum was then at the height of its popularity and success. The lectures, which had done so much for the enlightenment of adults would, it was thought, be equally beneficial in the schools. Some attempts were made to enrich the rather arid courses of study in the Primary Schools of Boston by this means. Oral instruction with some simple illustrative apparatus, together with a little supplementary reading, were reported to have been introduced without authority, in one or more of the primary schools. The Primary School Committee was quick to take the alarm. It made a formal investigation and discovered that "in Primary School Number Eight, in the Sixth District, Peter Parley's Geography with maps and a Globe" had been introduced, also "Geometrical cards and models of various figures." The Geography, it was learned, "was used as an occasional reading book by the children [here is the germ of supplementary reading] and the other things were also used by the teacher. In three other schools more or less of the same things had been introduced. It appeared further that all of them had been given to the schools, though in some cases the parents had been requested to purchase the

geography for their children. It also appeared that the gentleman elected at the last quarterly meeting to take charge of School Number Eight, District Number Six, had been the cause of the introduction of those studies "

These acts were formally censured by the committee on the ground that variations had been made in the course of study by a district committee without first obtaining the consent of the whole board. The newly-elected member, whose acts were thus gravely censured, was Josiah Holbrook, the celebrated promotor of lyceums—an educational reformer of originality and merit in his day. In thus passing censure upon Mr. Holbrook, the committee was no doubt technically in the right; but the real motive was not so much a desire to vindicate its authority as it was an unreasoning dread of innovation.

This dread of innovation manifested itself a month later, when one member moved "that each District Committee be allowed to select one school in their district, in which new methods of instruction may be experimentally introduced"; and another member asked leave to introduce, at his own expense, certain articles for the purpose of instruction, namely, "a blackboard, a number of slates and pencils, and some forms suitable for the children to write at, on the slate." Both motions were laid on the table. The first was not taken up again; but the slates and pencils were allowed, after due deliberation, later the same year, and the blackboards some years afterwards.

As a second instance of obstructive conservatism may be cited the action relative to the Infant Schools,

the precursors of the modern Kindergartens. There is a striking similarity between the views held by the primary teachers of that day concerning the effect of infant school instruction, and the views of some primary teachers of the present day as to the effect of kindergarten instruction.

“Among other benevolent enterprises,” says the historian, “which were connected with public education, ‘Infant Schools’ had occupied considerable attention, and at this time (1830) were quite popular and successful under the auspices of societies and individuals. These schools were started with the laudable object of taking charge of those children from two to four years of age, whose parents were dependent upon their daily labor, and during school hours to interest them in some way adapted to their age and capacity. To render the schools attractive, pictures and natural objects, singing, marching, and other exercises were introduced, which were made the means of imparting instruction to the pupils; and it was also thought by its friends that the instruction and discipline to which the children were thus early subjected, would be advantageous to the primary schools.” After commending the kind-heartedness of the enterprise the historian goes on to say, “but the attempt to learn (*sic*) children of this tender age spelling lessons, and even lessons in arithmetic and geography, by singing them in concert while marching to time, gave them a restless habit and a sing-song style which it was subsequently found almost impossible to eradicate, and caused more trouble to the teachers of the primary schools than all the advantage the pupils had derived from the instruction they had received.”

The alleged bad effects of these habits were brought to the attention of the Primary School Committee, and, on the motion of Mr. George B. Emerson, an investigation was ordered. The primary teachers were instructed to observe particularly the children who came from the infant schools, and to compare their progress with that of other children of the same age. Then members of the committee collected the evidence from the teachers and made their reports. The reports were remarkably similar. One of these, which was given as answering for the whole, says: "With regard to children from infant schools, it is the decided opinion of every instructress in the district, who has had any experience on the subject, that it is better to receive children into the primary schools who have had no instruction whatever than those that have graduated with the highest honors of the infant seminaries. It is stated that those children are peculiarly restless in their habits, and are thereby the cause of restlessness and disorder among the other children; and it does not appear that their previous instruction renders them, in any respect, peculiarly proficient or forward in the studies of the primary schools." In other reports these children are described by their teachers as "intractable and troublesome, restless from want of constant excitement, and their attention with difficulty fixed upon their studies."

These expressions remind us strongly of the opinions some primary teachers now hold of children from the kindergartens. When such opinions are warranted by facts, either the kindergarten is not what it should be or the primary school is not well managed, or both are bad; for children passing from a good kindergarten

into a good primary school afford no ground for unfavorable opinions of this kind. But the Primary School Committee, in 1830, seem to have been well satisfied with their own schools, and unanimously concluded that "no good effect had resulted from the new and popular system of infant schools regarded as a means of discipline and instruction, preparatory to admission to the primary schools." So infant schools were no more heard of for forty years; and then they reappeared in the form of kindergartens. Even in this form it took them half a generation more to become established as a part of the system of public instruction of this city.

It was not until the primary schools had been in existence about seventeen years that they were provided with permanent houses. The buildings or rooms used during all this earlier period were, with few exceptions, hired by the Primary School Committee. The first appropriation for the purchase of land and the erection of primary school-houses was made in 1834. In recommending this appropriation the Mayor, Hon. Charles Wells, said that the primary schools "have been a prominent part of our school system, and will, undoubtedly, always be supported at the expense of the public. The experiment has exceeded the most sanguine expectations of its warmest advocates, and its permanency, as a part of our public school education, is firmly established." The appropriation amounted to \$12,500. The first primary school-house built by the city was in South Margin street. It was finished in 1834, contained two school-rooms, and cost, exclusive of the land, \$2,528.69. Four more houses on the same two-room plan were built the next year, at a total cost

of about \$12,500, including about \$4,000 for the sites. One of these is still standing in North Margin street, and is now occupied by a kindergarten. If any one wishes to obtain an idea of the progress made in school architecture in sixty years he should visit this little school-house and then visit the Paul Revere School-house a few rods away. Each room in this latter building cost about as much as all the eight rooms built in 1835.

In 1854 there were fifty-two primary school-houses owned by the city containing one hundred and fifty-three "schools." By a "school" was meant a single primary teacher with her class; and this signification has attached to the word ever since for statistical purposes.

The early policy was to place but few primary schools in a building, but to have many buildings, so that the little children should not have far to walk from their homes. And this policy has been favored in spite of increasing difficulties for a long time. But of late years large primary buildings containing twelve, sixteen, and more rooms have been erected. The only considerations that can be alleged in favor of large primary buildings are economy in the cost of construction and a certain convenience of administration; but these are more than offset by other considerations, among which that of easy access from the homes of the children is of great importance. It is to be hoped, therefore, that the policy which provides small primary buildings and many of them scattered all over the territory will prevail in Boston so far as possible for years to come.

The Primary School Committee was dissolved in

1855. Opposition to its continued existence had been growing for some years. This opposition was grounded not alone on the conservative and even obstructive character of the later policy of this body, but also on a widespread conviction that it was highly unwise to leave the two great departments of school affairs to be managed by two practically independent school boards. The double-headed system of management in each grammar school had lately been discarded, and the time had come to rid the city of a cumbersome double-headed administration of school affairs. Education in the primary schools and education in the grammar schools were seen to be but parts or stages of one process, for the best results of which unity of administration is absolutely essential.

The transfer of the primary schools to the care of the general School Committee threw upon Mr. Philbrick another great task of reconstruction and improvement. In this, as in the case of the grammar schools, he found the conditions unpromising. Where pulling down and building anew would have been better he was obliged to preserve and readapt. Teachers long accustomed to the old order of things were called upon to adapt themselves to a new order. The schools furnished many evidences of neglect. The houses were ill-lighted and ventilated, and were not well provided with playgrounds and sanitaries. The rooms were small and badly overcrowded. Attendance was irregular and truancy prevalent. The furniture was scanty, no desks for the use of slates, only little movable arm-chairs for the children to sit in. There was no course of study in the modern sense of the term. The principle of gradation had not been

recognized, and promotion from one teacher's room to another was unknown. It is true that each teacher had six classes, but this meant that her children began their A, B, C's with her and stayed in her room until they were ready for admission to the grammar school. Many children were kept in the primary schools long after they were ready for admission to the grammar school, because their teachers were unwilling to impoverish their first classes by parting with their most brilliant pupils.

One of the first objects which Mr. Philbrick set about accomplishing was to enlarge and dignify the office of the grammar master. To the master's duties connected with his grammar school, were added new duties connected with all the primary schools of his district; and thus each grammar master became a sort of deputy-superintendent in a certain territory. He was to supervise the primary instruction, aid in the discipline, examine the pupils, promote them from teacher to teacher, that is, from grade to grade, and finally to the grammar schools. Upon him rested the local administration of the new course of study laid down for the primary schools. The teachers were not disposed, many of them, to place confidence in the new masters who had thus been set over them, nor willing to relinquish the habits of independent action which the older and looser form of organization had engendered. They were slow to co-operate either with the master or with each other.

The masters, too, were generally averse to exercising their authority over these independent primary teachers. There is evidence enough to show that many of the older grammar masters in Mr. Philbrick's time never performed their duties towards their primary schools

save in the most superficial and perfunctory manner. They were not greatly interested in them otherwise than as feeders to their grammar schools; and they were incompetent or unwilling to exercise a helpful control over the methods of primary teaching. But fortunately there were younger and more enterprising masters, who were disposed to give more serious attention to these primary schools; and fortunately, too, improvements which are made in one school or district are apt to spread to another district where the teachers are enterprising, even if the master be not so.

Speaking broadly, it must be said that the improvement which took place in the primary schools during the period of twenty years from 1855 to 1875 was immense—much greater than has taken place during the last twenty years, inasmuch as the room for improvement was much greater. The improvements that have taken place of late years relate more to the methods of teaching, the spirit of the discipline, the supply of reading matter and other apparatus of instruction. These are less obvious and striking than improvements in organization, but none the less essential to the highest excellence. Attention is now more concentrated on the preparation of the teachers for their work. Hence the importance of the normal school as an agency in further improvement.

But the importance of the grammar masters' relation to their primary schools was not fully realized by them during the earlier period. It was not until the care of the primary schools was taken away and given to the supervisors for a while that the grammar masters in a body unanimously realized the importance of their having control over instruction in the lower

grades. They strongly insisted on the restoration of that control, and after a few years were successful in that effort. But this very success reimposed all their former obligations towards the primary schools, and took away all possible excuse for neglect. And, indeed, it is but fair to say that the primary schools have been, in general, better cared for since their restoration to the grammar masters than they had been during any earlier period of their history.

The primary schools are now thoroughly amalgamated with the grammar schools into one solid system so far as the substance of the work done and the supervision thereof are concerned. Indeed, were it not for the persistency of old habits of speech and thought, we could easily drop the terms "grammar school" and "primary school" and speak only of "the grade school" or "the grades," as people do in many other parts of the country. There would be a certain convenience in abolishing all remaining distinctions between primary and grammar assistants. That which was based on a difference in salary disappeared years ago; but in the Regulations there still exists a technical distinction which stands in the way of transferring a teacher from the third grade to the fourth, or from the fourth to the third. She must resign as a primary and be appointed a grammar teacher, or vice versa, in order to effect a transfer at this point. At any other point she could be transferred from one to another of two grades by a mere act of the master in assigning work. Why should not the passage from the third grade to the fourth be as easy for a teacher as it is from the fourth to the fifth? There is no good answer to this question.

It is therefore recommended that the Regulations be

revised with the view to making them consistent with the idea of a system of grades, in each district, running uniformly from the lowest to the highest, and free from obsolete technicalities or arbitrary distinctions. And in the same connection there are certain improvements to be suggested in the provisions governing the number of permanent teachers, of temporary and special assistants, and of temporary and permanent substitutes. These need not here be given in detail. Their general purpose would be simplification of administration.

THE ENGLISH HIGH SCHOOL.

That boys who were not to be prepared for the university, but for active life, needed a more liberal education than was afforded by the grammar and writing schools of the period became manifest to the School Committee soon after the inhabitants of the town had expressed their sentiments on the primary school question. This time the School Committee did not wait to be forced by public opinion into action, but took the lead. A plan for the establishment of an "English Classical School" was suggested by one of the members, Samuel A. Wells, Esq., and became the subject of earnest deliberation during most of the year 1820. The matured plan was brought to the Selectmen, with a request that a public meeting of the inhabitants of the town be called to consider and act thereon. The town meeting was held on the fifteenth day of January, 1821, and the plan "was nearly unanimously accepted, but three persons voting in the negative."

The course of studies proposed for this "English

Classical School”¹ is quite simple in comparison with the courses in modern high schools. It appears to have been based on the idea, suggested by the name of the school, that a good education could be obtained through the study of English Classics in much the same way as a good education comes through the study of Greek and Roman Classics. Accordingly the greater part of the time was given to “Composition; Reading from the most approved authors; Exercises in criticism, comprising critical analyses of the language, grammar, and style of the best English authors, their errors and beauties; and Declamation.” These subjects were to be carried uninterruptedly through the three years of the course. The only additional studies the first year were Geography and Arithmetic.²

The additional studies for the second year embraced a formidable array of mathematical subjects. They were Algebra; Ancient and Modern History and Chronology; Logic; Geometry; Plane Trigonometry, and its application to mensuration of heights and distances; Navigation; Surveying; Mensuration of Superficies and Solids; and Forensic Discussion. It is probable that much of this mathematical work went over into the third year, for we find provision there made for mathematics and logic as continued studies. The additional studies for the third year were History of

¹ The original name, “English Classical School,” did not pass into general use; and even in the School Committee’s Records the name “English High School” appears frequently down to the year 1832, when an effort was made to correct this erroneous usage by a formal declaration that “the only proper and legal title by which it can be known is that, given it by the town, of ENGLISH CLASSICAL SCHOOL.” This name was also thought to be “more significant and appropriate than that now used.” But in the following year a vote was passed restoring the name “by which it has always been designated in the records and in the regulations of the board since the year 1824, viz.: ENGLISH HIGH SCHOOL.”

² “Arithmetic continued,” according to the record; which seems to indicate that but a limited amount of arithmetic was taught in the writing schools of the period. “Colburn’s First Lessons” was one of the text-books used by Mr. George B. Emerson, the first master of the English Classical School.

the United States; Natural Philosophy, including Astronomy; and Moral and Political Philosophy.

This course of study, containing no foreign languages, no bookkeeping, no chemistry, and no drawing, remained unchanged for eleven years. In 1832 the French language was added and a French teacher was appointed.¹ Drawing was also added as a "permitted study" about the same time. The Spanish language was also a permitted study for some years following the Mexican War, but few pupils took it; and it was finally dropped for lack of interest. Bookkeeping was added in 1842, and became, in course of time, an important study of the second year, contributing much to render the school commercial in its character. Commercial Arithmetic, which received much attention in the entering class, also contributed a feature to the commercial aspect of the course of study. Chemistry and the German language were added to the list of studies in 1870, but were open only to the few boys who remained in school for a fourth year. Physical Geography, Geology, Mineralogy, Botany and Physiology appear to have received some attention at different times prior to 1877, but the instruction in these branches is described in the committee's reports as rather meagre, desultory and ineffective.

The great strength of the English High Schools, as developed during the first fifty or sixty years of its existence, resided in the department of mathematics. Chief reliance appears to have been placed on mathematical studies for mental discipline, and these studies were given the largest share of the school time. The

¹There is evidence that French was taught in the school at a much earlier date, for Mr. Emerson speaks of the performance of the French class at the public exhibition held by him in 1823. It would appear, however, that French was not a *required* study prior to 1832.

French language, bookkeeping, and natural philosophy (physics) came next in importance; while English classical literature, which formed the chief feature of the earliest course of study, gradually came to occupy a place only less inferior than that given the natural history branches. Such was the character of the course of study in this school, when the Supervisors, in 1877, undertook a thorough reconstruction of the courses of study in this and all the other high schools of the city, with a view to making them all uniform. On the nature and effects of this enterprise, something will be said in another part of this report.

Although the original, and for a long time the only, purpose of the English High School was the preparation of boys for active life in various mercantile and mechanical pursuits, and although, doubtless, such will continue to be its chief purpose for many years to come, it is interesting, nevertheless, to note that this school in late years has become quite important as a fitting school for higher institutions, like the Massachusetts Institute of Technology and Harvard College. When the requirements for admission to college were changed so as to permit the substitution of a modern language or physics and advanced mathematics for Greek, some of the boys in this school at once took advantage of the change, and after being prepared in the new way were admitted to college. And every year since that time graduates of this school in considerable numbers have proceeded to college, where they have maintained themselves well, reflecting no little credit upon their school.

During the first three years of its existence the English High School occupied a part of a school-house

on Derne street, at the corner of Temple the rest of that building being occupied by the grammar and writing school then or soon afterwards known as the Bowdoin School. The Derne Street School-house was pulled down many years ago to clear the ground for the Beacon Hill Reservoir, which in its turn was demolished to make room for the extension of the State House. The next home of the English High School, from 1824 to 1844, was in a building specially designed for it, which is still standing on Pinckney street. In 1844, the English High, and the Latin Schools became co-tenants of the building on Bedford street; whence they were removed at Christmas, 1880, to the fine large buildings they now occupy, on Montgomery and Appleton streets.

For some years prior to the last removal a plan for uniting these two schools into one had been favorably considered in some quarters, but fortunately the union never took place. The two schools have distinctly different purposes, and each school is large enough to justify a separate administration of its affairs. Were the schools small and likely to remain so there might be reasons of economy that could be urged in favor of a union. It is fortunate for Boston that these High schools of different types have each been large enough to be carried on separately without waste of money and effort.

THE GIRLS' HIGH SCHOOL.

Public provision for the education of girls in this community has always lagged behind — often far behind — that made for boys. The Town of Boston had already completed the system of public instruction so

far as boys were concerned by the establishment of the English High School; but it remained for the City to make the system complete for the girls. There were two great defects to be remedied; for there was no high school for girls, and, moreover, girls were excluded from the grammar and writing schools during four months of the year, while boys were permitted to attend all the year round.

In the year 1825 the School Committee instructed a sub-committee¹ of its body "to consider the expediency and practicability of establishing a publick school for the instruction of girls in the higher departments of science and literature"; adopted unanimously a favorable report on the subject; provided for the accommodation of the "High School for Girls," as it was named, in the vacant story of the Bowdoin School-house, and unanimously elected Ebenezer Bailey, "Master of the Grammar Department of the Franklin School," to be master of the new school.

The history of this school is a short one, but there are some facts gathered from the records which seem suggestive enough to be worth publishing.

The number of girls who presented themselves at the admission examination was surprisingly large, two hundred and eighty-six. Of these there were —

37 between the ages of 11 and 12 years,

69 " " " 12 " 13 "

72 " " " 13 " 14 "

94 " " " 14 " 15 "

and 14 were over 15 years of age.

Applicants were examined in reading prose and verse, in English grammar, in arithmetic, and in writing; and

¹ A member of this sub-committee and an active leader in carrying out its recommendations was the Rev. John Pierpont, whose celebrated reading-book made an epoch in the literary instruction of the schools.

were carefully graded. After rejecting all applicants below the age of twelve years and all others who received less than thirteen and one-half credits out of a possible twenty, the School Committee admitted one hundred and thirty-five girls, and authorized the opening of the school "on Thursday next (March 2, 1826), at nine o'clock A.M. with such religious services or other ceremonies as are usual on similar occasions."

The course of study adopted for the new school was as follows :

"THE COURSE OF STUDY IN THE HIGH SCHOOL FOR GIRLS."

"FIRST YEAR."

"*Required* : No. 1. Reading — 2. Spelling — 3. Writing words and sentences from dictation — 4. English grammar, with exercises in the same — 5. Composition — 6. Modern and ancient geography — 7. Intellectual and written arithmetic — 8. Rhetoric — 9. History of the United States.

"*Allowed* : Logic or botany."

"SECOND YEAR."

"*Required* : Nos. 1, 2, 5, 6, 7, 8, continued — 10. Book-keeping by single entry — 11. Elements of geometry — 12. Natural philosophy — 13. General history — 14. History of England — 15. Paley's Natural Theology.

"*Allowed* : Logic, botany, demonstrative geometry, algebra, Latin, or French."

"THIRD YEAR."

"*Required* : Nos. 1, 5, 12, 15, continued — 16. Astronomy — 17. Treatise on the globes — 18. Chemistry — 19. History of Greece — 20. History of Rome — 21. Paley's Moral Philosophy — 22. Paley's Evidences of Christianity.

"*Allowed* : Logic, algebra, principles of perspective, projection of maps, botany, Latin, or French.

"The *allowed* studies to be pursued at the discretion of the master with the sanction of the School Committee."

This is not a very high course of study, although it may have been relatively high in its day. Nearly the

whole work for the first year and a large part of that for the second year are found in the modern grammar school. Taken together with the course of study adopted for the English High School five years earlier, it would seem to indicate the prevalence of a low standard of instruction in the grammar and writing schools of the period.

In one of the reports recommending the establishment of the High School for Girls may be found the following early expression of an argument which has since been used in support of a city normal school :

“A school like that now in contemplation (High School for Girls) would certainly and permanently furnish teachers for the primary schools, competent in every respect to render the city efficient service, and especially in this respect, that they will have gained by their own experience a thorough knowledge of our whole system of public instruction, and the relations of its several parts to each other.”

The success of the new High School for Girls was immediate and great and alarming. At least the masters of the grammar schools were alarmed by the prospect of losing their most proficient girls at an early age by their entering the high school. This loss would be injurious, it was thought, to the grammar schools. Whether any thought was taken for the interests of the children does not appear. The fears of the grammar masters for their schools appear to have been communicated to the School Committee and to the Mayor, the Hon. Josiah Quincy, who instituted an inquiry “as to the effect produced upon the character and prospects of the other (*i.e.* grammar) schools by the institution in question.” The Mayor on October 16, 1826, addressed a letter to all the masters stating that suggestions had been made “that the effect of the High School for Girls has been disadvantageous

upon the character and prospects of the other schools of the metropolis, (1) by diminishing the zeal of the generality of the other females in these schools, (2) by taking away from them their most exemplary scholars, (3) by disqualifying the masters from a gradual introduction into those schools of the monitorial system (by thus removing from them the class of females best qualified to become monitors), (4) by reducing the other schools from the highest to secondary grade (by early depriving them of those scholars in whom they have the greatest pride and who are of the highest promise)"; and inquiring "whether, as far as your experience extends, there is any foundation for these suggestions; and, if not, then whether any, and what effect, has been produced by the establishment of the High School for Girls on the character and prospect of your schools."

The answers to these leading questions were such as to satisfy the committee of inquiry that one of three things should be done: "1. Either the High School for Girls must be wholly discontinued or, 2, the city must provide for two high schools the present year, with a prospective certainty of increasing the number of this species of schools every succeeding one or two years as the city increases; or, 3, new principles must be adopted in relation to admission into this school, so as to diminish the number of candidates and to retain the females longer in the Grammar and Writing schools." The last of these alternatives was taken. A higher standard was set up for the admission examination, and only girls above the age of fourteen and below sixteen were to be received, and those who passed were to be allowed to stay only one year in the school.

About a year after this action the master, Mr.

Bailey, who had twice asked in vain to have his salary made the same as that paid to the master of the Latin School and to the master of the English High School, handed in his resignation. The election of a successor was postponed, and the School Committee was divided about evenly on the question of discontinuing the school. The question went over to the following year, 1828, when it was proposed to reorganize the school on the Monitorial or Mutual Instruction Plan,¹ and on this new basis to ask the City Council for an appropriation. But no appropriation was made, and so the school came to an end.

Still, this loss to the girls was not wholly without compensation, for it was just at this time that a measure was adopted for admitting girls to the grammar and writing schools all the year round. Moreover, from about this time may be dated a certain enlargement and enrichment of the courses of study open to girls in the grammar schools, which became more substantial when, a few years later, the girls were given separate schools of their own. In this way, for nearly thirty years, the girls' grammar schools supplied in some measure the place of a high school.

The next public movement for a girls' high school was started in 1853, when a petition bearing over three thousand signatures was brought to the School Committee, praying that a high school for girls might be established. The first conclusion was adverse to the project, the unsuccessful high school of 1826-28

¹ This plan was considerably in vogue at this time. It had been introduced into some of the schools of Boston by a teacher called from Albany, N. Y., and further applied by Mr. Fowle, a teacher in Boston, and afterwards a member of the School Committee. But the plan never had much but its cheapness to recommend it, and it soon passed out of use.

being cited in support thereof. Meanwhile the Committee on Public Instruction of the City Council came to the conclusion that there ought to be four high schools for girls, "one at East Boston, one at South Boston, one at the South End, and one at the West End of the city proper." Finally, November 14, 1854, the School Committee decided to introduce high school studies into the existing Normal School, and to enlarge the Normal School Committee for the purpose of doing this. Thus the Normal School, originally established in 1852 for the sole purpose of preparing young women for the business of teaching, came to be also a High School, and soon acquired the name of the Girls' High and Normal School.

The normal element in this combination became relatively more and more inconspicuous, insomuch that it became necessary in 1872 to give the Normal School a separate existence in order to save it from total absorption. Thus the Girls' High School dates its separate and independent life from 1872, although it had existed in the bosom of the Normal School for eighteen years prior to that time. Its first home was in the old Adams School building on Mason street, and its second is on West Newton street in a building which for convenience of managing a high school has no superior among more modern structures.

OTHER HIGH SCHOOLS.

The foregoing sketches have shown how the chief component parts of the school system of Old Boston came into existence one after another, and were gradually adjusted and united into a well-working whole. That system was in some ways peculiar, for it had

been built up in a long course of years by a people very much inclined to provide for their own wants in their own way. But it was regarded as complete and effective during the period just preceding the enlargement of the city by the annexation of adjoining municipalities.

By the annexation of Roxbury in 1868, Dorchester in 1870, Charlestown, Brighton, and West Roxbury in 1874, the school system of Boston was enlarged by the addition of a great many primary and grammar schools, and five high schools. The primary and grammar schools, being quite similar to those of the old city, were easily placed under the same system of administration; but the high schools were of a kind hitherto unknown in the city, and, moreover, differed materially from one another. They were alike in being open to both boys and girls, and four of them had courses of preparation for college. The Roxbury High School was opened for girls in 1854, and for boys in 1861. The Dorchester High School was opened in 1852, the Charlestown High in 1848, the Brighton High in 1841, and the West Roxbury High in 1849. They were all comparatively new schools at the time of annexation.

According to the views prevailing in 1877 all these high schools, together with the English High and the Girls' High of the old city, needed to be brought into uniformity and placed upon one and the same course of study. It was insisted upon as essential that the boys and the girls should do the same kinds of work, and in the same proportions and amounts. The college preparatory courses in the suburban high schools were lopped off, and the boys fitting for college were required

to attend the Public Latin School. The remaining studies, together with those that had been pursued in the two central high schools, were then arranged upon a uniform plan, and this plan was applied to all the high schools, except the Latin School. This was one of the chief tasks laid upon the Board of Supervisors during the early years of the existence of that Board.

And it is but fair to recognize that the effect of the enforcement of this uniform course of study was beneficial in many respects. Some of the suburban high schools were thereby brought to a higher standard of efficiency in teaching and given a better equipment. Also studies in literature and in history, which had fallen into neglect in some schools, were given a proper share of time, while the excessive proportion of time given to mathematics and commercial studies was suitably reduced. Moreover, there was afforded just ground for claiming that the suburban schools were not inferior to the central schools in respect to the advantages offered. This was a fact of no little importance at a time when a certain disposition to centralize high-school instruction threatened the destruction of the suburban high schools.

But along with these beneficial efforts were produced others of a less desirable kind. An experience of twenty-four years has proved that an absolutely uniform course of study fails to meet the intelligent wants of large numbers of boys and girls of the high school age; and that, even if it is possible to enforce such a course, it is not wise to do so. Even the course of study drafted by the Board of Supervisors, which purported to be uniform, allowed some options, which were used in one school one way and in another school another

way. But the great difficulty with this course was that it was practically uniform for all the pupils in the same school. Under it little provision could be made for the various needs, capacities, and purposes in life that large numbers of the pupils were conscious of. It was a growing sense of this difficulty that led most of the head-masters to favor, as they did two years ago, a change to the elective plan of studies. The present course of study is uniform so far as it concerns the several schools that use it; but it is widely variant in relation to the pupils who select their studies under it. It is, therefore, adapted to supply a much wider range of educational wants than any former course has been.

To the five suburban high schools already mentioned and the two central high schools there have been added the East Boston High School, established in 1878, and the South Boston High School, established in 1901. The desire of the inhabitants of these two sections of the city for high schools in their respective localities found expression, as we have seen (page 81), as early as the year 1854; and repeatedly since that time the same desire has been manifested with ever increasing force. Perhaps these people now feel well repaid for their long waiting.

There are, therefore, now nine high schools working under the elective plan of studies. They seem to meet all reasonable wants, each in its own locality; and they are even going so far, under the free selection of studies allowed, as to undertake the fitting of some of their pupils for college. Indeed, if permission to teach Greek should be granted to these schools, as has lately been recommended, the older suburban high schools would

again be enjoying the privilege of which they were deprived soon after annexation.

To complete the list of high schools it remains to notice two, the Girls' Latin School and the Mechanic Arts High School.

THE GIRLS' LATIN SCHOOL.

This school was established twenty-five years ago to provide the girls with the same opportunities to fit for college as had long been enjoyed by the boys. The demand for such a school arose from the rapidly increasing numbers of girls who were seeking the higher education recently opened to them in women's colleges. Already girls had been prepared for college in the Girls' High School; but inasmuch as such work was somewhat aside from the main purpose of the school, it had not produced results that were altogether satisfactory. In the suburban high schools, too, or in some of them, girls had been fitted for college; but the opportunity for doing such work any longer had been cut off when those schools were reorganized in 1877.

There were three different measures proposed, and each measure had earnest advocates and opponents. The first was to organize a college preparatory department in the Girls' High School, opening it for girls from all parts of the city; the second, to admit girls to the Boys' Latin School on equal terms with them; and the third, to establish a separate and independent Latin school for girls. After due consideration given to all the conflicting views of the matter the School Committee resolved to adopt the last measure, and establish the Girls' Latin School in February, 1878.

This school has been remarkably successful from the

beginning. Its growth has doubtless surpassed the highest expectations of its friends. For seven years past the number of pupils belonging has been above three hundred, and in a few years more it may be expected to exceed four hundred. Five years ago it became necessary to place a part of this school in the building formerly occupied by the Chauncy Hall School. It is gratifying to be assured that a suitable building on a convenient site may be expected within a short time.

In response to my request for a statement of the facts of present interest relating to the Girls' Latin School, the head master, Mr. Tetlow, has made an interesting report, to which justice can hardly be done by making extracts therefrom; it is therefore printed in full in the Supplement, pp. 183-187.

THE MECHANIC ARTS HIGH SCHOOL.

This school concludes the list of high schools belonging to the Boston school system. It was established in 1893 to promote a kind of education for boys which had been brought to public attention by Professor John D. Runkle and others in the years immediately following the Centennial Exposition at Philadelphia in 1876. This school has had a most gratifying success. The number of boys now belonging to the school is more than double the number which the original building was designed to accommodate. Plans are now well advanced for an enlargement of the plant to a capacity for about one thousand boys. Full and detailed information concerning the history and the present equipment and working of this school may be found in the very valuable report made in 1901 by the Committee on Manual Training. (See School Document No. 4, 1901.)

In this document will be found a Register of Graduates from 1896 to 1900 inclusive, showing the present occupation of most of the graduates. A glance through this register shows that the greatest number of them have gone into mechanical occupations either as draughtsmen or as workmen. The next greatest number have become students, chiefly in the Massachusetts Institute of Technology, and will most of them enter similar occupations later. A considerable number have entered mercantile establishments as clerks or salesmen. The fact to be noted is that most of the occupations these young men have entered are those for which the Mechanic Arts High School is believed to afford the most serviceable preparation.

This school has prepared many of its pupils for the Institute of Technology, and this may be regarded as one important function of the school; but it is not the only, nor even the most important function. Its most important function is to give the best possible preparation to those boys who will enter upon mechanical pursuits directly on leaving school. These, as we have already seen, outnumber any other class of boys in the school. Moreover, their preparation for active life must end with what this school can give them. There are other schools in which boys can be satisfactorily fitted for the Institute of Technology; but this is the only school which can fit boys directly for the arts and crafts.

The present course of study provides a smaller proportion of shop-work than was originally designed. This has been caused in part doubtless by the overcrowded condition of the school, which has made it necessary to reduce the time and increase the number of classes in each shop. It is very much to be desired,

therefore, that in the contemplated enlargement of the building, ample provision may be made for increasing the amount of shop-work for those boys at least who are not in course of preparation for the Institute of Technology.

THE KINDERGARTENS.

The extension of public instruction downward by the establishment of public kindergartens in 1888 is second in importance only to the similar extension downwards which took place seventy years earlier, when the primary schools were first opened. The kindergartens made their first appearance in the statistical tables in January, 1889, when there were 19 kindergartens, 36 teachers, and 1,074 pupils. In January, 1903, there were 89 kindergartens, 167 teachers, and 4,760 pupils. This growth in a period of fourteen years is greatly in excess of the growth of population in the same period; and this excess of growth may be taken as the measure of the popular appreciation of the value of kindergarten instruction. Kindergartens have been spreading in response to popular demand for them, so that every year a larger proportion of the total number of young children in the city has been brought under public instruction.

The great function of the kindergarten is to carry the child pleasantly through the transition from the home to the school. The kindergarten is more like a good home than the best school can possibly be, and yet is more of a school than any home can be. Hence its usefulness as a connecting link between the home life and the school life of the child.

This useful function of the kindergarten is easily understood and appreciated by parents. This is one cause of its growing popularity. But this cause alone would not be enough to insure a lasting popularity. The kindergarten, to hold the enduring regard of thoughtful people, must realize its true ideal in its management and teaching. It is believed that our own kindergartens have been generally well managed and taught, and that their steady gain in popularity has been a legitimate consequence.

The most important feature of the management is constant supervision by a highly competent expert. The teachers meet their director every week for the purpose of considering the aim and method of the work laid out for the following week. Variations, improvements, and new views are suggested and discussed. The general effect of this custom is to keep the work up to a high standard, to vitalize it with renewed spirit, and to keep it from degenerating into a fixed and deadening routine. Mechanical schools are bad, but a mechanical kindergarten is unspeakably worse. And the danger of a teacher becoming mechanical, if left to herself, is even greater in the kindergarten than in the school. It is just here that weak kindergarten teachers make their worst failure.

The mothers' meetings have been attended by most happy and interesting results. In some districts the practice of holding these meetings has been adopted by the primary and other teachers. It is a practice which deserves the utmost encouragement. Whatever can bring the homes and the schools into closer, more sympathetic, relations works beneficially for both.

The Director of Kindergartens, Miss Fisher, has prepared by request a short statement of some recent developments in the kindergarten work now carried on in our schools, which will be found in the Supplement, pages 188-190. Particularly important is the fact that a course of work for two years — the first being for very young children — has been brought into successful operation.

THE NORMAL SCHOOL.

The first recommendation for the establishment of a Normal School was made in the year 1851, by Nathan Bishop, the first Superintendent of the Public Schools of Boston. He says :

I recommend the establishment of a Normal School as a part of the Boston system of public instruction. It is due to the inhabitants of this city to establish an institution in which such of their daughters as have completed with distinguished success the course of studies in the Grammar Schools may, if they are desirous of teaching, qualify themselves in the best manner for this important employment.

The Normal School was established in 1852, for the sole purpose expressed in the foregoing recommendation. Soon afterwards there was a strong demand for high school instruction of girls, without any regard to the professional use that might be made of such instruction. Instead of establishing a high school for girls, as many at the time desired, high school studies were introduced into the Normal School, and the institution soon became known as the Girls' High and Normal School. The high school studies, thus introduced, soon absorbed the greater share of the time even of those girls who entered the school with the fixed purpose of becoming teachers, the distinctly professional part of their work being in consequence put off till the latter

part of their course. This must be considered a fortunate phase in the development of the Normal School, because it had the effect of requiring a period of general culture as preliminary to professional training. Had the original idea of the Normal School been carried into practice the professional training of the young teachers would have had for a basis only the scholarship the girls had acquired in the grammar schools, and the Normal School, instead of being placed above the High School, as it eventually was, would have been placed side by side with it, thus leaving the girls, immediately upon their graduation from the grammar schools, to choose between a school of general culture and a school of professional training, when in reality they needed both to become acceptable teachers.

But in the combined High and Normal School it became more and more apparent, as time went on, that the general culture studies were inevitably absorbing by far the greater share of attention and interest, and that professional training was receiving relatively less and less consideration. In 1872 it had become clear that a separation must take place in order to preserve to the Normal School its distinctive character and efficiency as a professional school. A separation was therefore ordered by the School Committee, and the City Council was requested to provide suitable accommodations for the Normal School as a separate school.

In the following year the legal question was raised as to the right of the School Committee to establish and maintain a normal school, either then, or originally in 1852, and an opinion of the City Solicitor denying the existence of such a right was relied on by the Mayor and a part of the City Council in declining

to provide the accommodations that had been asked for. The effect of this opinion went even further and prevented the payment of the head master's salary for about a year. But this troublesome question was disposed of in 1874 by the Legislature, which legalized all the acts of the School Committee done in establishing and maintaining a normal school, and granted full power and authority to maintain such a school in future (Acts of 1874, Chapter 167).

In 1897 the question of the expediency of longer maintaining a City Normal School was seriously considered. The suggestion that the State might be led to establish a normal school in Boston, thereby rendering the City Normal School superfluous, was an attractive one to many minds; and in other minds grave doubts existed concerning the wisdom of a policy which permitted the school to prepare twice as many teachers annually as the grammar and primary schools could advantageously employ. The result was that in May, 1898, the School Committee passed orders to discontinue the Normal School on and after September 1, 1899, and to suggest to the Secretary of the Board of Education that the establishment of a State Normal School in Boston would be acceptable. This action gave the popular support which the Normal School really possessed an opportunity to display its strength. So strong was the remonstrance against the abolition of the school that in November of the same year the School Committee reversed its former action, no less than ten members changing their attitude on the question. From that time the continued existence of the Normal School, as a city school, has seemed assured.

For thirty years past the Normal School has been

housed, but not well accommodated, in the Rice Grammar School building. So much has been said in past years concerning the need of a proper building that it would be mere waste of words to say more now. He who has not been convinced is not open to conviction.

Concerning the present condition and working of the school the following quotations from a recent report of its supervisor, Mr. Martin, will give important information:

The Normal School "has always suffered from cramped accommodations in borrowed quarters. Its equipment for teaching has been of the most meagre kind. It has no laboratories and no library. Its teachers have been drawn almost wholly from its own graduates, and little provision has been made to enable them to keep in touch with the educational movements in the country at large.

"Most serious of all defects has been the inadequacy of opportunity for its students to become acquainted with the practical side of their work. They have had little opportunity to measure themselves by the tests of actual school-room experience. In spite of these hindrances the school has done much excellent work, steadily improving in character, and never more than at present.

"Its standards of scholarship have steadily been raised, its relations with the other schools of the system have become more intimate and more friendly.

"By thoughtfully devised plans for post-graduate study under the direction of the faculty of the school, a broader professional spirit has been developed among its graduates, and the influence of the school itself has been greatly extended.

“The work of the school has been facilitated by the entrance examinations held by the Board of Supervisors in 1901 and 1902. In both of these years the same number of persons presented themselves for examinations, and the same number failed. Of 125 candidates, twenty were rejected in each year.

“These twenty who, under the old rule, would have been admissible without examination, would have been a burden to the school, a tax upon the energy and patience of the instructors, and an impediment to the progress of the better students. Sooner or later they would almost certainly have been dropped from the school. To exclude such applicants is a kindness to them, and not the imposition of a hardship.

“It might be well if the lines were drawn still more strictly. As it is, a considerable number of young women succeed in passing through the High School, pass the Supervisors’ examination and all the tests of the Normal School, and receive a diploma which allows them to teach, who are only passable scholars.

“They just squeeze through all the barriers on averages. Some of them have weaknesses of character and elements of personality which predestine them to be low-grade teachers. These traits do not appear upon any records.

“But having received their diplomas and having obtained a foothold in some school their future is comparatively secure. If they are not absolute failures, and few of them are, sooner or later they find a place and settle down in complacent inferiority.

“More effectual barriers are needed against such persons, for if they are allowed to accumulate, nothing can save our system from dry rot.

"The recent change in the rules, by which special assistants are allowed in grades above the first, is affording an opportunity for graduates to serve a sort of apprenticeship which they have not heretofore had. They become familiar with school-room ways and acquire some self-possession in the presence of classes.

"The actual work which they do is often miscellaneous, and tests their teaching power but slightly. In the absence of direct responsibility there is little opportunity for them to show whether they have ability to control.

"The plan of securing more observation and practice by the Normal students, included in the proposed three-years' course, is a long step in advance. If carried out according to the ideal it would afford a superior criterion of actual teaching and governing power.

"Its chief merit lies in the provision for personal responsibility for class-room management for an extended period, with competent help in the immediate background for criticism, for advice and, if need be, for support.

"Weaknesses, which under the present system remain undiscerned until too late for remedy, would reveal themselves in time for the Normal School to bring its influence to bear.

"The principals of schools and the supervisors would have an opportunity to become acquainted with these prospective teachers, and to form their own judgment of their character and worth.

"With such provision for practice, with a suitable model school for observation, with longer time for becoming acquainted with the course of study, with a new building adequately equipped, the Boston Normal

School might hope to do its work as well as any training school in the country. Without these the whole school system of the city must continue to suffer."

Concerning the appointment of graduates of the Normal School to places in the grammar and primary schools and in the kindergartens, there appear to be differences of opinion, or, perhaps more accurately speaking, differences of feeling. On the one hand the masters of the schools have been more or less disinclined to favor the appointment of young and inexperienced teachers. They desire only the best teachers, and they know that these can be found only among experienced teachers of proved excellence. If they were perfectly free to act on their judgment as to the best interests of their schools they would accept but few, if any, young and inexperienced teachers from the Normal School, or from any other source. On the other hand there has never been a time when the desire of citizens to have their daughters become teachers in the public schools has not influenced the appointing powers; there probably never will be a time when this desire will cease to exist, and there never ought to be a time when it should cease to be respected in due measure and in a proper manner.

Indications of a disinclination to accept young normal graduates and of a purpose to press them into the school service occur in the course of the School Committee's legislation relative to the Normal School. Quite early a rule to govern the district committees in their choice of teachers was adopted, providing that "other things being equal a graduate of the Normal School should be preferred." This is a standing rule to-day, and it is fully respected and obeyed. Later

there was a rule which placed the Boston Normal graduate on the second year's salary as soon as she received her first permanent appointment; but this rule has not been continued. These pieces of legislation betoken a purpose to press our own normal graduates into the service somewhat faster than they were willingly received.

Now the great question to be decided is this: How far can young inexperienced teachers from the Normal School be taken into the general service without detriment to the schools? That *no* normal graduates shall be appointed and that *only* normal graduates shall be appointed are equally extreme and untenable positions. Somewhere between these extremes lies the reasonable position. What the practice has been during the last (nearly) five years may be seen by examining the following table, from which it appears that of 617 places technically open to Boston Normal graduates, 426 were given to them, and 191 were given to others, that is, to older and more experienced teachers. This is favoring the Normal School in the proportion of 69 to 31. Whether this proportion is about right, or too high, or too low, is a question about which interested people will differ. My own belief is that it cannot be forced much higher without serious detriment to the schools. Nor do I feel that any unfavorable reflection is cast upon the Normal School by saying so; for it is not a question of professional training, but of personal maturity and power.

APPOINTMENTS TO PLACES OPEN TO BOSTON NORMAL
SCHOOL GRADUATES.

YEAR OF APPOINTMENT.	School.	Normal Graduates.	Others.	Totals.
1898-1899.....	Grammar,	17	11	28
	Primary,	20	6	26
	Kindergarten,	7	4	11
1899-1900.....	Grammar,	27	25	52
	Primary,	36	5	41
	Kindergarten,	23	5	28
1900-1901.....	Grammar,	52	23	75
	Primary,	61	4	65
	Kindergarten,	11	11	22
1901-1902.....	Grammar,	37	29	66
	Primary,	46	10	56
	Kindergarten,	11	8	19
1902-1903.....	Grammar,	23	32	55
	Primary,	43	12	55
	Kindergarten,	12	6	18
Total.....	.....	426	191	617
Per cent.....	.....	69%	31%	100%

March 11, 1903.

THE HORACE MANN SCHOOL FOR THE DEAF.

This interesting and justly celebrated school, first opened in 1869, owes its existence to the efforts of a few earnest people who believed that the oral system of instruction for the deaf, which Horace Mann had observed in Germany and brought to public attention in this country twenty-five years previously, could be made

to succeed here as well as there; and that this method had great advantages over all others. One of these advantages is pointed out by the Hon. Gardiner G. Hubbard, in his historical address read at the dedication of the new building on Newbury street in 1890. He says :

This was the first public day-school ever opened to deaf children. Before this they had been gathered into institutions, apart from friends, isolated from the world around them, a distinct and separate community. This plan was thought necessary to their education. Our experiment, carried on for twenty-one years, has proved by its continued and growing success, that to the deaf as well as to others all the advantages of school education can be extended without the severance of home and family ties.

During the first twenty-one years of its existence the school was not as well housed as it needed to be. It occupied such spare rooms as could be found, first in East street, then in Somerset street, then in Pemberton square, and later at 63 Warrenton street. The transfer of the school to its permanent and beautiful home in Newbury street took place in 1890. The new building gave opportunities for a number of desirable changes in the plans for work and for the introduction of additional means for manual training.

One important change was the adoption of the departmental plan of work. "Previous to this time each teacher had had, as a rule, the entire work with a single class; but the need of training the pupils to read speech from the lips of as many teachers as possible, as well as the advantage of allowing each teacher to take children through the whole course of study," led to the change. Woodworking, type-setting and printing, cookery, and other branches of manual training have been introduced by the aid of friends of the school, the expense being

assumed afterwards by the School Committee. "The various occupations chosen by former pupils, whose first knowledge of tools was obtained while attending this school, attest the value of elementary manual training, and answer the question frequently asked, What can these boys and girls do when they leave school?"

There have been numerous cases of children who, after finishing the course of training in the Horace Mann School, have passed into other schools, taking their places side by side with hearing children and keeping well up with them, sometimes leading them in their studies. Of one deaf girl it is reported that "when she undertook the study of Latin and of French, I confess that I anticipated trouble. How was she to get hold of the pronunciation? Well, she has done it! How, I don't know. But one member of her class has a better average in studies than she has. . . . I find that with the single exception of standing or sitting in such a position as to be seen readily by the children, the teacher is not inconvenienced at all" by the presence of a deaf pupil.

But the most remarkable triumph of the oral method as practised in the Horace Mann School for the Deaf was won by the principal, Miss Fuller, in the case of Helen Keller who was born both deaf and blind. Miss Fuller has offered her personal narrative of this celebrated case for publication with this report. It will be found in the Supplement, pages 191-199.

The course of study adopted two years ago for the Horace Mann School is the same as that prescribed for the other public schools (primary and grammar) of Boston. The hope is confidently expressed that "this standard of attainment may be reached by increasing

numbers of deaf-born children." Already some have done so. How this is done is best learned from the following paragraphs taken from a report of the principal :

In order to prepare children deaf from birth to take up the work of Grade I., arranged in the course of study for the Primary Schools, three or more years must be spent in teaching them to know and to use the ordinary language of childhood. Little beginners are first taught to control, consciously, the movements of their tongues, lips, and teeth, by imitating the positions assumed by the teacher's mouth, and are afterwards given a knowledge of their own voices, and those of others, by feeling vibrations of the bony framework of the chest. They are next led to mould the voice into the various elements of speech by placing the mouth parts in positions necessary to produce them. The written representatives of these elements are learned and reproduced in writing when the positions for them are seen upon the mouths of teachers or classmates, and are also recognized and read by the pupils when written by the teacher. This combination of speech and speech-reading with writing forms the basis for spoken language, and combinations of vowel and consonant elements representing the names of familiar objects and actions enable the children to grasp the idea of associating things and acts with speech, and stimulate them to a use of spoken and written language. At this stage of the work pictures are freely used, and are a valuable aid in the acquisition of a vocabulary. Exercises designed to develop the sense of touch through sound-producing instruments, the training of the eye and hand by lessons in penmanship, and by means of selected kindergarten work leading to an appreciation of color, form, and number, interspersed with the lessons in speech and speech-reading and written lessons, constitute the principal work of the first year.

Pupils are considered ready to take up the work of the second year when they are able to give all of the elementary English sounds, and can, unaided, write their representatives, recognize them when spoken by another, and when written or printed ; can recognize, read, and write a small vocabulary, chiefly nouns, adjectives, and verbs, and can use it in making simple sentences. An interest in the printed page has been awakened by the use of an illustrated primer, and a certain sense of time acquired by having their attention directed to the name and number of each day upon the calendar. Having had this preliminary drill, the second year's work is begun by exercises employing objects, pictures, simple stories, and primers, to aid in developing the language forms of direct statements and of questions. These also help the children to an appreciation of incidental language. Phonic drill and speech-reading form a part of the work for each day. A beginning of the language of number is made during this year.

The progress of the children doing third year's work is evident from less dependence upon objects and pictures to aid in the understanding of the relations of things to each other, in greater freedom in the use of both spoken and written language; in an enlarged vocabulary and in increasing ability to use speech.

When, in the fourth year, the work of Grade I. is begun there is constant need of close attention to the speech and language of the pupils, lest faulty habits of enunciation arise and abbreviated or incorrect forms of expression escape notice. This vigilance is a necessity for the majority of deaf pupils until an ambition is roused in them to excel in correctness of spoken and written forms of expression. This watchful care on the part of teachers, and the many repetitions of corrected oral and written statements by pupils consume an amount of time that prevents a completion by deaf pupils of the course of study in the time assigned for it in the other public schools.

All grades except the fifth are represented in the Horace Mann School, and that will be added next year. Our great need is a teacher for each grade. The plan which is now followed — because of an insufficient number of teachers — of having two grades share the time results in a loss to both, and we hope will not be a necessity another year.

SPECIAL CLASSES FOR MENTALLY DEFICIENT CHILDREN.

Three more of these classes have been opened this year, one in the Hyde District for girls, taught by Ada M. Fitts, appointed November 10, 1902; one in South Boston, taught by Margaret M. Brosnahan, appointed on the same date; and one in Charlestown, taught by Schassa G. Row, appointed March 31, 1903. All three of these teachers were selected from the regular teachers in the schools, and prepared for this special work by a period of study and observation, chiefly at Elwyn in Pennsylvania. There are now seven of these classes, the first of which was opened in 1898. The history of the earlier classes will be found in my reports for 1900 and 1902. Not much public attention has been called to these classes for the reason that publicity — too much of it — is likely to interfere with their success. There is

need of some care and delicacy in dealing with parents of these unfortunate children.

During the year I have had the expert assistance of Arthur C. Jelly, M.D., who has given his services as a contribution to the public good. The three classes latest formed were selected by Dr. Jelly, after examination of a large number of cases reported by the teachers. Incidentally Dr. Jelly has succeeded in persuading a number of parents to send their children to Waverly, the children being beyond the reach of any methods of instruction that could be applied to them in the special classes. It is pleasant to point out that public gratitude is due to Dr. Jelly for his very valuable services; but I must say also that I should like to feel more free to call upon him from knowing that a suitable compensation would be allowed him. I wish to recommend this matter to the consideration of the School Committee.

THE EVENING SCHOOLS.

These schools, like some other important branches of the present system, originated as private charitable enterprises. They were carried on in this way until their public utility was recognized as good ground for giving them public support. There was, however, a legal objection to the granting of money raised by taxation for the support of schools designed to teach the elementary branches to pupils above fifteen years of age. This objection was not supposed to hold against the use of money not raised by taxation, and so the fees collected at the city hay-scales, amounting to about \$1,200 annually, were granted for the use of evening schools. Meanwhile the legal question was

removed by the passage of an Act of the Legislature in 1857, authorizing the establishment of schools, other than those already required by law, for the instruction of persons over fifteen years of age.

Thus evening schools were legalized in 1857, but in this city they were not granted a regular appropriation and placed under the responsible care of the School Committee until 1868, in which year nine evening schools were opened with a total registration of 1,566 pupils. The rooms at first provided for these schools were ward-rooms and other more or less unsuitable places. The influence of such surroundings was not altogether favorable. Both within and around some of the schools disorderly conduct was not infrequent. It was not until Superintendent Eliot, in 1879, had effected the removal of the evening schools into the pleasant rooms of the day schools that disorderly conduct began to disappear. Even after this removal, so strong was the tradition of disorder in one district that police officers were called upon to make arrests of some outside disturbers of the school. This action and the proceedings in court next morning settled matters effectually and permanently. The disorderly youth of the streets have ever since regarded the evening schools with a wholesome respect, at least to the extent of refraining from disturbance.

But these schools have done more than to manage to defend themselves against the disorderly elements surrounding them; they have, to quite an extent, absorbed and converted those elements. This has been done by improving the quality of the teaching in these schools, providing them with more suitable books, grading the pupils, offering them a progressive course of study, and

finally certifying those who have satisfactorily finished the course for admission to the Evening High School or for a diploma. The condition of these schools has been steadily improving for many years past, but more strikingly in the last four or five. Experience is making it more and more evident that the best teaching skill is none too good for the evening schools. Places in these schools ought not to be given in charity to necessitous persons whose friends think that they "will do" for evening school service. Of course not; but there is need of making the remark and asking attention to it; for there are frequently urged for appointment unsuitable candidates of this sort by persons in the community who ought to know that public schools are not maintained as a public charity for the teachers. The elementary evening schools are now fourteen in number, attended by 4,051 pupils (the average number belonging), and taught by 192 teachers.

THE EVENING HIGH SCHOOL.

The Evening High School was opened in 1869, and was for some time taught by teachers from the English High School, in one of the buildings occupied by the latter school at that time. The school was always an interesting and successful one, although up to the time of its removal to its present quarters in the English High School building the number of pupils had never been very large.

It is an indication of the low estimation in which evening schools were still held in 1881, that the Evening High School was at that time denied admission to the new English High School building. To the late Edward C. Carrigan belongs the credit for arousing public atten-

tion to the value of this school, and for procuring its lodgement in its present quarters. Here it has flourished in point of numbers beyond all expectation.

The administration of the Evening High School, though somewhat tumultuous for a period after its sudden increase in size, became more settled and effectual as time passed, so that needed internal improvements could be made. Examinations for admission were instituted, that the school might be relieved of the presence of those pupils who properly belonged in the elementary evening schools. An excellent course of study was prepared and gradually brought into effective operation. Pupils at first were offered examinations for the purpose of testing the thoroughness with which they had done the work in single branches of the course of study; then they were offered certificates of proficiency to be awarded on the basis of the results of these examinations; and finally diplomas were offered to those pupils who should obtain a sufficient number of those certificates. These things came gradually, indicating a steadily rising standard of work, and a growing ambition among the pupils to meet it. The highest praise is due to the intelligent and unremitting supervision exercised over this school by Mr. Ellis Peterson for many years, and down to the time of his resignation from the Board of Supervisors. Most of the improvements in the school were of his suggestion, and have been carried into effect under his guidance and care.

In 1888 the Evening High School had become so large that the experiment of a Branch High School in Charlestown was begun, and the next year of another in East Boston. The success of these branches has

suggested the establishment of another in South Boston; and I have no hesitation in recommending this. Indeed, we may look forward to a time not distant when every high school-house in the city may have its evening high school.

The total number of different pupils this season registered at the Evening High School and its two branches is 4,225. The highest number in any previous season is 3,682. The average attendance has been 2,310. The whole number of teachers has been forty-five, of whom twenty-nine belonged to the Central School, nine to the Charlestown Branch, and seven to the East Boston Branch. The number of graduates this year is sixteen, and the highest number in any previous year is thirteen. Over 1,600 certificates of proficiency were granted this year, and the highest number in any previous year is 1,300. More careful attention has been given this year to the grading of pupils in the classes, and to the examination of pupils as to their qualifications for the work they have selected. The increased interest and attendance at the Charlestown Branch have led to the opening of classes on Tuesday and Thursday nights, as well as on the other nights of the week.

THE FREE EVENING INDUSTRIAL DRAWING SCHOOLS.

The first of these schools was opened in 1870, in compliance with an act of the Legislature of that year requiring all cities and towns having ten thousand or more inhabitants to maintain such schools. There are now six of these schools, one in East Boston, one in Charlestown, one in Roxbury, and three in the city proper. The branches taught are free-hand, machine

and architectural drawing, also clay modeling (at Warren avenue), ship draughting (at Charlestown), and (in the School of Design at Warren avenue) the principles of design, composition and color, as applied in all branches of industry. These schools opened in October last with a considerably increased number of pupils registered, as compared with the previous season. The whole number reported as belonging November 1, 1902, was 864; and March 1, 1903, it was 637. The classes attend on the evenings of Monday, Wednesday, and Friday, and sixty-six evenings constitute a term or season.

There are some interesting statements concerning the recent improvements in the courses of study in these schools and concerning the present and future needs in the matter of accommodations, which may be read in the Report of the Director, printed on pages 200-213 of the Supplement.

There is, in my belief, a large future development awaiting the industrial drawing school idea in this country and in this city. The application of art to an industry cannot be adequately taught through drawing alone. It is not enough to be able to produce an artistic design on paper, there is equally needed the ability to work out the design in the material to which it is applicable. Art ideas may indeed be expressed by drawing, but the application of these ideas to material requires the craftsman's knowledge of the material and of the methods of handling it. Therefore the industrial drawing school when fully developed will become a school of arts and crafts. It is an inspiring thought that Boston may some day have an Institute of Arts and Crafts into which shall be

gathered the now somewhat scattered schools for industrial art instruction, and from which shall be sent into the industrial world young men and women completely instructed both in the theory and in the practice of their chosen art or craft. One could hardly suggest a more attractive enterprise for endowment by patriotic Bostonians.

SCHOOL ATTENDANCE.

The aim of our provisions for public instruction is to make education universal. This aim is not fully realized by making public instruction wholly free. It must also be made compulsory. There are parents who are unwilling to send their children to any school, and they must be compelled to do so. There are also parents who feel unable, through poverty, to send their children to school, and they must be helped. Laws designed to secure universal school attendance must embrace these two leading provisions: first, a provision defining and enforcing the parental obligation; and, second, a provision restricting and regulating or wholly forbidding the labor of all children under a certain age.

The laws of Massachusetts require every parent or other person having control of a child seven to fourteen years of age to cause such child to attend school regularly during the whole time the public schools are in session, that is to say about forty weeks in the year. The parent may send the child to a private school for an equal length of time, or may have him instructed at home; but otherwise, unless the child be physically or morally unfit to be in school, the parent is liable to a penalty for not complying with the law.

It used to be said that this part of the law was a dead letter so far as the City of Boston was concerned, but the successful prosecution of a few offending parents some years ago put a different aspect on the matter, and now obedience is easily secured by pointing out the consequences of persistent disobedience.

Again, the laws of Massachusetts forbid the employment of children under the age of fourteen in any workshop, factory, or mercantile establishment, and provide adequate means for enforcing this prohibition. The penalty for a violation of this law falls upon the employer, and is therefore much more effective than if it fell upon the parent. However much the parent may desire to take his child out of school and put it to work, he cannot find an employer willing to incur the risk of a penalty for employing the child. Thus the great temptation to disobedience is removed from the parent. The law of 1898 is a great improvement upon the earlier laws ; first, by requiring attendance at school the whole year instead of twenty weeks, or thirty weeks, as formerly ; and, second, by permitting no employment of a child until the age of compulsory school attendance is fully passed, that is to say, until the child is fourteen years old. Moreover, the law provides for a system of certificates, and for an effective supervision of employers, which have made easy a thorough enforcement of the law.

To procure the regular attendance of every child who ought to be in school two things have been found indispensable : first, the constant vigilance of an adequate force of truant officers, and, second, a school census thoroughly taken annually. There is no doubt but that the latter very much aids the former in discovering

children who ought to be put into school. If both agencies could work with absolute perfection there would not be a child in the city absent from school without good excuse. As it is, there are but a very few so absent.

In each of my reports for 1885 and 1886 attention was called to the cases of non-attendance that had been reported by the census-taker the year before. The names, ages, and residences of the children so reported were copied upon cards, which were distributed among the Truant Officers, with the request that the cause of non-attendance in each case be ascertained. In the light of the information so obtained the cases were classified, and the conclusion was reached that about one-third of the children from eight to thirteen years of age reported as non-attendants had failed to comply with the law, while the other two-thirds had been absent with good excuse. The number of cases of probable failure to comply with the law was found to be less than 300 among children from eight to thirteen years of age. Among children reported at the census-date as fourteen years of age, it was estimated that about one-third of the reported cases were cases of inexcusable non-attendance, which, added to the former cases, made the total of such cases in each year between 600 and 700. This number was less than one per cent. of the total number of children between five and fifteen years of age in the city at that time. Since those results were published similar investigations have been made from time to time, with results even more favorable. The last such investigation was based on the census returns made in September, 1901. In this year the number of children between seven and thirteen

years of age reported as non-attendant was only 762, as against 1,106 in 1884, and 1,300 in 1885.

Adopting the same classification as formerly the following are the results :

(a) The first class, consisting of invalids, or those whose bodily or mental condition made attendance at school undesirable or impossible, numbered 241; nearly one-half of these being but seven years old. In 46 of these cases the difficulty was said to be with the vaccination.

(b) The second class, consisting of those who were under care and instruction at home, numbered 25.

(c) The third class consisted of those who had lately arrived from other towns, cities, States, or foreign countries — mostly during the summer — (196 cases), those who were waiting for room in a primary school (5 cases), and those who, being seven years old, were admitted to a primary school immediately or within a few weeks after the census was taken (68 cases). In no case did there appear to have been any neglect to comply with the law, when the law had been made known. This class numbered 269.

(d) The fourth class consisted of those whose absence was clearly unlawful (14 cases), or, being unexplained, was probably unlawful (24 cases); total, 38.

(e) The fifth class, numbering 51, consisted of those who were reported "in the city but a short time," "now moved away," "here on a visit," and so on. The interval of time between the taking of the census (September) and the investigation by the truant officers (November and December) gave opportunity for these transients to disappear. Among these cases were doubtless some of unlawful absence from school — just how many we can only guess.

(*f*) The sixth class, numbering 89, consisted of those in relation to whom the evidence was conflicting. In 62 of these cases the truant officers found that the children certainly were and had been in school for a year or more, although reported as non-attendants by the census-takers; in 17 cases the children were found to be too young to be compelled to go to school, and in some cases too young even to be admitted to the kindergarten, and in 10 cases they were found to be too old to be held in school. Most of these cases occurred among people who understand the English language but imperfectly, if at all. Hence, probable misunderstandings. The evidence of the truant officers is so circumstantial and explicit in this class of cases that it seems safe to assume that there was in fact no case of unlawful absence, notwithstanding the census-taker's report.

(*g*) The seventh class, numbering 49, contains all those of whom the officers could find no trace; but it includes 1 graduate of a grammar school, 2 committed to the Parental School, 2 committed to penal institutions, and 3 inmates of charitable institutions.

In tabular form these results appear as follows :

CLASSES OF NON-ATTENDANTS.	AGES, September, 1901.							Total.
	7	8	9	10	11	12	13	
(<i>a</i>) Invalids	116	45	26	15	11	11	17	241
(<i>b</i>) Under care and instruction at home	9	5	5	3	2	1	....	25
(<i>c</i>) Lately arrived in the city, or lately become of school age.....	122	36	21	30	20	26	14	269
(<i>d</i>) Certainly or probably absent unlawfully....	5	12	2	4	3	4	8	38
(<i>e</i>) Transients.....	19	8	6	7	3	6	2	51
(<i>f</i>) Evidence conflicting.....	29	13	8	10	6	7	16	89
(<i>g</i>) Not found.....	19	4	3	5	1	3	6	41
And miscellaneous	2	....	....	1	2	1	2	8
Totals.....	321	123	71	75	48	59	65	762

The distribution of these children, reported as not attending school during the year ending September 1, 1901, by wards was as follows :

Ward.	Children.	Ward.	Children.
One.....	57	Fourteen	24
Two	18	Fifteen... ..	42
Three.....	15	Sixteen	22
Four.....	13	Seventeen	32
Five	15	Eighteen	6
Six.....	119	Nineteen.....	11
Seven.....	14	Twenty	59
Eight.....	39	Twenty-one.....	10
Nine.....	49	Twenty-two.....	15
Ten	20	Twenty-three	22
Eleven	25	Twenty-four.....	77
Twelve	6	Twenty-five	21
Thirteen	31	Total.....	762

These results seem to prove that unlawful absence from school continued for the whole or greater part of a year is almost unknown in Boston. Thirty-eight actual or probable cases are all that the foregoing analysis discloses. If we add as many more for children fourteen years old, not investigated, and increase this estimate by one-third to cover uncertainties, we still have only 100 cases, as against 600 or 700 estimated in the same way sixteen years ago. Meanwhile the school population has gone up from 68,702 to 94,882.

It is to be noted that this one hundred cases is intended to be an outside estimate. The truth probably is that the total number of cases of long continued unlawful absence from school is much less than one

hundred in any one year. It is also true that the cases discovered this year are not the same as those discovered last year, nor the same as will be discovered next year. The fact is, the truant or absentee is soon caught and made to attend his proper school or sent to the Parental School. For a large city like Boston this near approach to a perfect execution of the compulsory school attendance law would seem to be highly satisfactory.

THE TRUANT OFFICERS.

To the force of twenty-one truant officers is due the credit for whatever of excellence there may be in the administration of the school attendance laws. It is the business of these men to know enough about every family in their several districts to be able to say whether there are children of school age in the family and whether these children are attending school regularly and where. Many visits must be made and much persuasion and advice must be used before resort is made to the compulsory processes of the law. The officers become aware of many opportunities for needed charitable work, and it is reported of them that they have procured medical aid, clothing, and fuel during the past winter, often at their own expense.

The first act of the Legislature "concerning truant children and absentees from school" was passed in 1850. Prior to that time, says Mr. Philbrick, "truancy and absenteeism were the most serious evils our school system had to contend with; but public sentiment was slow in coming to recognize the necessity of coercion as a remedy." The truant officers from 1852 to 1873 were appointed by the Mayor and Aldermen, and

their reports were sent to the Aldermen, duplicates thereof being sent to the Superintendent of Schools for his information. Thus by courtesy, not by authority, the superintendent had general supervision of this branch of the school service. In 1873 a change in the law gave the School Committee authority to appoint truant officers, fix their salaries, and direct their work. They now do their work under the direction of the Chief Truant Officer, who acts under the general supervision of the Committee on Truant Officers and of the Superintendent of Public Schools.

From a report covering the school year 1901-02 (ending August 31) the following facts are gathered, to show the nature of the work now carried on:

Whole number of cases investigated	35,793
Found to be truants	6,308
New pupils put in school	379
Transfer cards investigated	9,687
Census cards investigated	<u>760</u>
Complained of as habitual truants	291
Of whom there were	
Placed on probation	97
Sentenced to the Parental School	<u>194</u>
Complained of as absentees	20
Of whom there were	
Placed on probation	8
Sentenced to the Parental School	<u>12</u>
Complained of for not complying with chapter 496, Acts of 1894	2
Both cases laid on file.	
Complained of for larceny	2
Both sentenced to the Lyman School.	
Complained of as habitual school offenders	2
Both placed on probation.	
Complained of for disturbing school	1
Fined three dollars for the same.	

THE PARENTAL SCHOOL.

The Parental School, although not wholly under the care of the School Committee, stands in a close relation to the public school system. It was established in 1895 in compliance with a law passed by the Legislature in 1886. Nine years of persistent effort were required to bring about an entire separation between boys who were merely truants and boys who were guilty of graver offences. Formerly both classes of boys were sent to the House of Reformation on Deer Island. Since 1895 the truant boys have been kept by themselves at West Roxbury, and the juvenile criminals have been sent down to Rainsford Island. The good effects of this wide separation have become more and more manifest during the last eight years.

The Parental School is by law subject to the visitation and inspection of the School Committee of Boston. This function has been exercised by the Superintendent of Public Schools personally and by one of the Supervisors. At the present time Mr. Parker is the visiting supervisor. In a recent report Mr. Parker says: "My visits to the Parental School during the last year have been a source of pleasure to me on account of the interest which the teachers have manifested in the welfare of the boys. The boys have shown their appreciation of this interest on the part of the teachers by a hearty responsiveness to kind treatment and skilful teaching." There has been noticed "an entire absence of sullenness or of a disposition to do wrong to spite the teacher," but on the contrary "marked evidence of cheerful-

ness and of a disposition to try to work and accomplish something for one's self." These boys "are not all bad boys by any means." They are here, often, "by stress of unfavorable circumstances, and only need a kind heart and a firm hand to guide them in the right way, and they will respond cheerfully." This is not to be understood "as encouraging in any way the coddling of the boys; that would be fatal to the cultivation of true manhood; kindness and justice should not degenerate into softness or weakness; the boys should be stimulated to stand up and face the hard things of life bravely and manfully. It seems to me that all the teachers feel the magnitude of the work intrusted to them and are putting forth every effort to help every boy under their care. They see and realize that the greatest help any boy can receive is that help which will in the end make himself reliant and self-controlled."

The Parental School has never been suitably or even sufficiently housed. This is apparently because the idea of the Parental School, as conceived by those who sought its establishment, did not prevail in the minds of those who planned the earlier buildings. Some parts of the plant were evidently designed for a much larger institution than the Parental School is likely to be for many years to come, if ever. Meanwhile there have been too few school-rooms and no assembly hall. Even sleeping quarters were insufficient, so that at one time boys had to sleep in tents—not bad thing in warm weather, but hardly desirable all the year round.

When the School Committee responded to a request of the city government for a plan of a parental

school, the plan recommended, after most careful consideration, was that known as "the cottage plan;" but the plan actually carried out was more in the nature of the so-called "congregate plan." This mixture of ideas or purposes has been unfortunate, in that it has greatly delayed the proper organization and housing of the school. It is therefore peculiarly gratifying to know that preparations are nearly complete for housing a part of the boys in suitable cottages, each cottage to be in charge of a man and his wife, selected for their fitness to take care of boys.

There is one other need to be supplied, and that is a suitable school-house. The temporary makeshifts which have been used the last few years are very far from being creditable to the city. Mr. Parker says: "I wish to call attention to the urgent need of a regular school-house, with large comfortable rooms and a hall large enough to accommodate all the boys at one time. There are very many ways in which the boys could be reached and strongly influenced by means of exercises in a large assembly room."

There is one matter in the administration of the Parental School which perhaps deserves more attention than it has always received. It is the arrangement for releasing boys on parole. The law authorizes such release with the consent of the Court and that of the Superintendent of Public Schools on such conditions as may seem proper. The condition usually imposed by me is that the paroled boy attend a designated public school regularly during the remainder of the term for which he was committed. At one time there were a good many of these boys on parole in the public schools, and nine-tenths

of them observed the condition of regular attendance strictly. The others were sent back for violation of their parole. Latterly there have been fewer boys released on parole — for what reason I know not — but unless some good reasons can be given to the contrary it would seem that the good results which have usually attended releases on parole might well justify a freer use of them. It has been suggested that the teachers in the Parental School become so interested in the improvement of their more promising pupils and so doubtful of the benefit of a release as to be unwilling to recommend boys going on parole. This is quite a natural feeling on the part of the teachers; but should they not consider the great moral benefit that comes to a boy who succeeds in keeping his parole unbroken for six months or a year?

The great obstacle, however, in the way of a larger use of the parole is found in the unsuitable character of many of the homes from which the boys come. The parents are unfit to have the charge of children, and the home surroundings are of the most unpromising kind. This is true in the cases of many of the best boys in the school — boys who would be at once selected for parole were there any assurance of care and protection at home. Such boys unquestionably are better off in the Parental School so long as they can stay there. It is a pity their sentence is only for two years. It would be a good thing if such boys could be by law permitted to stay until they were sixteen years of age to learn a trade meanwhile and then to go out capable of self-support.

The foregoing survey of the schools as establishments ought to be followed by a full description of the work done in them. But such an undertaking would be too large for the time that can be given to the preparation of this report. The following pages, therefore, will be given to some account of certain special branches of study—either those that are specially supervised, or those that are taught by special teachers—and to brief notices of certain new enterprises that have awakened public interest.

MUSIC.

Music—that is, singing—was first introduced into the public schools of Boston in 1838, at the instance of the Boston Academy of Music.¹ Although Professor Lowell Mason was the first special teacher of singing and much good work was done under so able a leader, there was such persistent opposition or passive resistance during twenty years that little progress was made. In 1858 the School Committee took hold of the matter in good earnest, created a standing committee on music, provided the schools with special instructors to visit them periodically, and clothed the standing committee with full executive authority over the special instructors and over all schools in so far as music was concerned. Thus was created a kingdom within a kingdom—a form of administration which has usually been adopted by the School Committee whenever a new subject was to be introduced into the schools or a new kind of schools was to be added to the system.

This system of administration for music has continued, with short interruptions, from 1858 down to the present time. For a long period, 1859–1872, the

¹ There had been an attempt made, some six years earlier, to teach singing in the primary schools, but it was given up after a few months.

chairman of the Committee on Music, Dr. J. Baxter Upham, was virtually the director of music, being a competent expert in the subject and holding full executive power. From Dr. Upham's time until quite recently there was no real director of music. Although one of the special instructors did hold that title, he taught in the high schools and did little else. The special instructors were all able and talented men, but they differed in their theories, and did their work each without much reference to what his associates were doing. One of these, Mr. Luther W. Mason, prepared the books and charts of the well known National Music Course, which was the only course used in the Boston schools for many years. Meanwhile another, Mr. Hosea E. Holt, developed in his teaching a different method, the principles of which were embodied in the Normal Music Course, which for several years was denied admission to the schools, even to the schools taught by its author. Thus arose the singular anomaly of a teacher following one set of principles in his teaching and obliged to use books and charts based upon a different set of principles.

After some vain attempts to bring the several instructors to an agreement upon one basis of principles the Committee on Music in 1888, first making a thorough investigation of the whole situation (throughout which investigation the writer of this report had a responsible part to perform), determined to put the two courses above named upon trial, the one against the other. So the Normal Course was admitted to those schools that were under the instruction of its author, that is, to one-quarter part of the schools of the city. Then came forward the publishers of the National

Course and practically acknowledged its inferiority by asking that, if they were to be obliged to go into a competitive trial, they might be permitted to submit their *New National Course* instead of the old one for the purpose. So the *New National* went into another quarter of the schools, while the *Old National* remained in the other half of the schools. Thus was the competitive trial instituted between the *Normal Course* and the *New National Course*. The prize to be contended for was the adoption of the better course for the whole city.

But to this day the trial has never been finished. The committee which began it did not remain in office long enough to end it. In a few months all the members were gone. Their successors did nothing to bring the trial to a conclusion; they merely permitted the *New National* and the *Normal* on equal terms, gradually to displace the *Old National Course*—a process which had not been completed less than a year ago. Meanwhile no less than three other music courses have been authorized for use, the choice being left to the masters of the several schools.

Thus was the Music Department, while without a responsible head and subjected to the control of frequently changing committees, afflicted with all the inconveniences of the so-called "open list" of textbooks. But there are two good results that have come out of this undesirable state of things. In the first place the conviction has become prevalent that the whole matter of music instruction needs to be placed in the hands of one competent and responsible director, clothed with adequate power. Secondly, a good opportunity has been given for setting up a Course

of Study in Music which shall govern the use of text-books, since there is now no one set of text-books in a position to govern the Course of Study.

Steps towards an ultimate concentration of authority in one person were taken by the School Committee in omitting to fill the vacancies caused by the resignation of one and the death of another of the special instructors in music. The schools of the city were thereupon divided among the three, and later between the two remaining instructors. The final step was taken by the Committee on Music, shortly after its restoration in 1899, by appointing one of the two remaining instructors to be Director of Music. The next act was to provide the director with a large staff of assistants. This measure signified an important change of policy. For many years, both in drawing and in music, the policy of the School Committee had been to reduce, so far as possible, the number of special teachers. There was always the expectation that the regular teachers would gradually develop enough ability to teach these subjects under the supervision of a single director, thus rendering the special teachers superfluous. But this expectation has never been fully realized. This policy of reduction had been carried farther in the case of drawing than in that of music, and hence the reaction came earlier in the former department. The successful reversal of the policy in drawing a few years ago doubtless led, in 1900, to a similar reversal in music. However this may be, there were created places for four assistant directors of music and four assistants, and these places, after a period of controversy, were all filled.

The first assignment of work in music to these assistant directors and assistants was as follows: For

the high schools, one assistant director; for the grammar schools, two assistant directors and two assistants (the latter taking the lower grades); and for the primary schools, one assistant director and two assistants. This appeared quite symmetrical, but it was no other than the old "horizontal" mode of assignment that had been tried and discarded thirty years before. It soon again proved its unsuitableness, and last June it was abandoned for a better plan. The city has now been divided into four sections, and all the schools—high, grammar, and primary—in each section have been assigned to one assistant director and one assistant. Says the director, "although this plan has been in operation but five months the wisdom of the change has been demonstrated in many ways." The chief advantage of the new plan is found in "the strong bonds that have been established between the third (primary) and the fourth (grammar) grades, and between the ninth grades and the high schools."

There is one aim which the director and his staff of assistants should never lose sight of, and that is that the grade teachers, who must do the greater part of the work in the teaching of singing, are to be helped to become better teachers by means of the music assistants' visits, and are not to have their own work done for them by these assistants. It is a well known fact that the best singing is found in those schools where the grade teachers feel their responsibility for the work, and endeavor to do it in the best manner, using outside assistance chiefly as a means for their own improvement in knowledge or skill. Where the opposite view prevails, namely, that the visiting music assistant

is merely a substitute for the grade teacher, relieving her of all responsibility for the time being, there are the schools in which singing is in a comparatively low state. The individual grade teachers differ widely in the degree of their need of such help as the visiting music assistants can give; and they differ too in the degree to which they are conscious of such need. Last June it was thought important that the greater force of music supervision should be expended where it was most needed. Accordingly, a classification of the grade teachers was made, on the basis of existing information as to their ability to teach singing in their several rooms, as follows:

CLASS A. Teachers who are expected to give all the instruction in music in their several rooms and who will be visited only occasionally for the purpose of inspection.

CLASS B. Teachers who will teach music under constant supervision and will be regularly visited for the purpose of supervision.

CLASS C. Teachers who need the help which the visiting music teachers can give, and who, moreover, will be expected to take the special instruction to be provided for them out of school hours.

Each teacher was informed of her assignment to one or another of these classes, and was also told that her assignment would be changed from time to time for satisfactory reasons. The suggestion was that the road to Class A would be kept open to the ambitious teacher who wished to rise from Class B or Class C. There are teachers who wish to be relieved of constant supervision. Very well, let them prove their ability to teach alone and they shall be assigned to Class A.

But if a teacher assigned to Class A does not sustain herself there she may be removed to Class B or to Class C. There is said to have been some excitement over the first announcement of this classification in some of the schools; but the teachers should remember that the means of correcting any assignments that to them seem mistaken are in their own hands, and they may be assured that their efforts will be appreciated.

As to the work going on this year in the department, it may be noted that the music staff is now well organized, and is working smoothly. Staff conferences are held every week, and weekly reports are filed. Time tables of visits have been printed for general distribution, and visits have been punctually made in accordance therewith. An outline of study is issued every two months, graded according to the needs of the greater number of the schools. This is an indication that the course of study in music is beginning to govern the use of text-books. Grade meetings of the teachers have been held as often as it was deemed wise to call the teachers together. The teachers have responded in a very encouraging manner.

In five of the high schools there have been formed classes of pupils who intend to enter the Normal School and who therefore wish to advance themselves as far as possible in theory and in vocal practice of music. These classes meet out of school hours and show a "gratifying interest" in their work. Two of these classes are taught by Mr. Marshall, one in Dorchester of 17 pupils and one in South Boston of 60 pupils. Two are taught by Mr. O'Shea, one in Charlestown of 20 pupils and one in East Boston of 12 pupils. One

class of 40 pupils in Roxbury is taught by the Director, Mr. McLaughlin. The Director regrets "the circumstances which prevented similar classes in the remaining high schools attended by girls," and hopes "that next year every Normal School candidate may be a member of some one of those special classes." The fruit of this increased effort in music will appear later when these girls become teachers in the primary and grammar schools, or in the kindergartens.

"Excellent work is now done in the Normal School," says the Director, "the fruits of which are manifested in different parts of the city by the skilful and intelligent manner in which the young teachers conduct the music lessons."

Music is now treated as a required study in the high schools, and given one hour a week, counting one point a year, or three points in all, towards the First Diploma. There are certain studies that may be substituted for music, but the hour is not permitted to go to waste. It is a question whether music should not cease to be a required study, in the sense above explained, and become an elective. On this question the following language of the Director has a bearing :

It has been a long standing custom to permit or draft every boy or girl into the music classes and allow a point or credit for attendance. The total number of boys and girls who waste 45 minutes every week in the year is altogether too large. One assistant director reports that about ten per cent. of pupils sit during the lesson without singing a note. The percentage of pupils who could occupy the time to much better advantage elsewhere is very much higher. Pupils with broken or unmanageable voices, or who take no interest in the lesson, or who never studied music, are found in nearly every class. These pupils do worse than hinder the others from advancing. They compel the instructors to work for them and to sacrifice the pupils who should be led further on. Let us limit the classes therefore to pupils who are interested and capable of doing high school work. Such action would

cause a marked reduction in some schools, but it would be salutary. The high character which would quickly crown the work would soon replenish the ranks through the new interest awakened. Certain oratorio and opera choruses and cantatas should be the standard work of our high schools to-day, but they cannot be considered until the present system is abolished or changed.

The importance of providing a supply of rote songs for the primary schools is too great to be neglected. The Director says: "We need from forty to sixty songs for each primary grade, about 150 in all. The songs in the music readers are intended for reading purposes, and are useless from the æsthetic standpoint." The Director suggests, and the suggestion has my deliberate approval, that the "Novello School Songs" be supplied to all the primary schools.

DRAWING.

Although drawing is considered to be rather a modern subject in schools, its beginnings date far back. Drawing was a "permitted" subject in the English High School from 1827 to 1836; and after that it was an "obligatory" study; but no teacher of drawing was appointed until 1853. Drawing was "put upon the list" of grammar school studies in 1848, but little or nothing was done with it in the schools before 1856. Even then, and for some years afterwards, the subject was hardly taken seriously; but was usually regarded as an ornamental branch of study well enough for girls to busy themselves with, but having little or no relation to the real business of life. "Let those who have a special talent for drawing take it, let others not waste their time"—such was the general feeling.

Then came Mr. Walter Smith, in 1871, with the methods, the ideals, and the inspiration of South Ken-

sington in England. His marvellous skill with the crayon and his commanding personality made a strong impression. We were told that we were no longer to try to draw nice pictures or to study "art for art's sake," but we were to study "art for the sake of its industrial applications." The advent of Mr. Smith started a great movement for "industrial art education" in Boston, in Massachusetts, and in the whole country. And this movement has had some valuable and abiding results. Most educationists now recognize, what formerly was perceived by few, that drawing is a fundamental mode of expression and therefore a primary factor in education. Its many practical applications are now generally appreciated, and its relation to fine art is better understood. To limit elementary instruction in drawing to those who give indications of "artistic talent" is now deemed as absurd as it would be to confine instruction in speaking and in writing to those who give promise of becoming orators and poets. Such appears to be the impression left by the industrial art movement upon recent educational thought.

On the side of practical administration, the experience of this city has taught one lesson pretty clearly. It is, that no fixed "system" of teaching drawing, whether embodied in a set of published "drawing books" or otherwise, can safely be left to operate itself for any great length of time without active skilled supervision. A constant supply of fresh inspiration is needed, as well as standing opportunities for the grade teachers to improve their own technical skill. And the skilled supervision must be the master of the "system" and not the "system" the master of the supervision. The system must have growth, change, develop-

ment under the management of progressive supervision. When Mr. Smith, after ten years' activity in establishing a system of drawing in the primary and grammar schools, was about to retire from the city's service, he declared that his office of director was no longer necessary; that the offices of his assistants had already become superfluous, and had therefore been abolished; that all the grade teachers in the service had been instructed so far as to be able to carry on the work in drawing well enough; that all new teachers would receive in the normal schools sufficient instruction; and that, with the aid of the drawing books then in use, the "system" would go on a long time in the hands of the teachers without the external aid of supervision. This appears to be a fair statement of the theory that was adopted at the time.

Experience during the next eight or ten years proved this theory to be defective. Good work in drawing continued to be done in some schools, because during the period just closed a considerable number of the grade teachers had acquired remarkable skill as teachers of drawing and still preserved their enthusiasm. In other schools there was more or less falling off, because the teachers, left to themselves, lost their enthusiasm or felt the claims of other branches of their work to be superior to those of drawing.

During the period from 1881 to 1896, while Mr. Henry Hitchings held the office of Director of Drawing, the declared policy was that of minimum supervision of drawing in the day schools. The only reason alleged for filling the office at all was the evident necessity of having an officer to take care of the Evening Drawing Schools. This was understood to be the chief function

of the Director while Mr. Hitchings held that office. Incidentally, however, the Director gave some attention to drawing in the day schools. For the Superintendent of Schools, feeling the need of expert advice, had procured an understanding on the part of the Committee on Drawing that the Director might act in an advisory relation to him and to the masters in connection with drawing in the day schools. It was during the existence of this relation, and especially during the latter years, that the impotence of a system of instruction based on a series of drawing books alone became more and more apparent. The evidence of this became overwhelming when all the drawing books used during a certain half year in all the schools were called in and inspected.

The state of things thus revealed called for a heroic remedy, and this was applied. The use of drawing books was discontinued. Blank paper was furnished instead. A course of study in drawing was prepared and adopted for the guidance of teachers, wherein their work was suggested grade by grade and from week to week throughout the year. These measures provoked a strenuous opposition, and a vigorous controversy arose, which ended in a radical change of policy. The change was from a minimum to a maximum of supervision. This took place in 1896, when a new Director and a staff of highly skilled assistants were appointed to undertake the work of revival and reconstruction according to the latest and most advanced ideals. The grade teachers have responded effectively, and their enthusiasm has risen to a high degree. It is fair to say that the subject of drawing in the primary and grammar schools is now in a more

satisfactory condition than at any former period of its history.

A word of caution in this connection may not be wholly uncalled for, however. Reports sometimes reach my ears that one teacher or another, or that one school or another, is giving a greater share of time to drawing than is permitted by the Course of Study ; but I have hitherto been unable to discover that these reports are well founded. Still, I am aware of the natural tendency among teachers whenever one branch of study is vigorously supervised to bestow on that branch for the time being extra care and attention or even an undue share of time. Sometimes a spirit of rivalry or a desire to win high commendation offers a strong temptation to transgressions of this sort. But I am assured that nothing could be farther from the intention of those who supervise drawing than to lead teachers into temptation of this kind. They believe themselves to be in the schools to help the teachers, not to drive them ; and they declare their unwillingness to approve any results which have cost an undue expenditure of time.

Experience during the last few years has suggested that the theory adopted thirty years ago is fallacious in another point. For it now appears that the majority of teachers, equipped with merely the instruction ordinarily given in the normal schools, are usually unable to reach a high degree of success in the teaching of drawing. They need special instruction, and they need more of it than can be given incidentally by the Director and his assistants at teachers' meetings and during visits in the school-rooms. This special instruction ought to be given at the Normal School, not only to

the undergraduates, but to those teachers already in service who need it and to graduates still waiting for permanent appointment, who may wish to enhance their qualifications in this way.

The existing difficulty in the schools has been overcome, in some measure, by resorting to the departmental plan of work. This plan is usually feasible in the upper grades of the grammar school, but less so in the lower grades and in the primary schools. If there happens to be a teacher already in the school, whose exceptional ability in the teaching of drawing marks her for the choice, she is chosen and put in charge of the department of drawing. If there happens to be no such teacher, nor any one able to qualify herself as such, advantage is taken of the next vacancy to appoint a graduate of the Massachusetts Normal Art School who holds the Supervisor's certificate of general qualification for grammar school service. These Normal Art School graduates have appeared in considerable numbers of late years at the supervisor's examinations, and those of them who have been appointed have thereupon been assigned by the masters to drawing as their department. Many of the older teachers declare that they are quite willing that their classes should be filled up to fifty-six (the old quota), provided their school may secure thereby a specially qualified teacher who will relieve them of the teaching of drawing.

Here may be noted another way in which the Massachusetts Normal Art School has been helpful to our teachers — or to some of them. Our schools have been open to the art students of that school as places for observation and practice. The advantages of this arrangement do not all accrue to the students, for our

teachers are aided by many a good suggestion coming from the students in giving their practice lessons.

In the Supplement, pages 200-213, may be found a report of the Director of Drawing, giving a general view of the work of his department. In particular should be noted his bestowal of merited praise upon the teachers of the primary and grammar schools; his welcome assurance that the time is now near at hand when the use of drawing books can be advantageously discontinued; his appreciation of the work done in the high schools by specially qualified teachers; his improvements in the course of instruction in the evening drawing schools and the consequent improved attendance; and his remarks upon the present and prospective needs of these schools in the matter of housing.

MANUAL TRAINING.

The term manual training, as currently used in our school administration, has acquired two distinct meanings. In a broad sense it includes sewing, cookery, woodworking, cardboard construction, and whatever else of a similar nature may be used in schools for an educational purpose. In a narrower sense it excludes sewing and cookery, but includes all the rest. For example, the Committee on Manual Training has jurisdiction over all the subjects above named, as well as over the Mechanic Arts High School; but the Principal of Manual Training Schools has nothing to do with the schools of cookery, nor with sewing, nor with the Mechanic Arts High School. There is a still broader sense in which manual training includes a large part of the exercises in the kindergarten, and a considerable part of the work done in the better sort of primary schools.

My present purpose is not to cover the whole field of manual training, but merely to notice briefly, in separate paragraphs, sewing, cookery, woodworking and cardboard construction — subjects which have been well developed in our schools during the last twenty years, and which now appear to hold a permanent place there.

SEWING.

There are occasional indications in the old records that girls, after their admission to the public schools in 1789, were permitted to spend some of their school time on needle-work. Sewing was permitted in the primary schools at an early period in their history, but how much it was practised and with what results it is now impossible to learn. In the earlier part of the nineteenth century the idea doubtless prevailed that the home was the proper place in which to learn the domestic arts, and that the mother was the proper teacher of them. But the rapidly changing social and economic conditions of that and later periods had the effect of filling the city with homes in which the domestic arts were either unknown or neglected, or even despised.

Sewing was “permitted” by the School Committee in 1853, and three years later the reports say that it was taught in all the schools save one. But not much was really done till 1869, when Mr. Hardon, in the Shurtleff School “took a start that meant business,” and the late Mr. Swan, of the Winthrop School, obtained permission to extend the instruction in sewing to all the grades in that school. The example of these two schools was soon followed by others, and

public interest in this new phase of school work was thoroughly awakened; insomuch that when the City Solicitor, in 1875, gave his opinion that it was illegal for the School Committee to spend money for instruction in sewing public-spirited women came forward and paid the salaries of the sewing teachers until the Legislature, in 1876, passed an act legalizing that branch of instruction.

Since its legalization sewing has spread to all the girls' and mixed grammar schools and is taught to all girls in all grades, except girls who are in the cookery classes. There are forty-two special teachers of sewing giving instruction in forty-six different schools. Twenty-six of these teachers are assigned each to one school only, fifteen divide their time between two schools each, and one divides her time among three schools. There are numerous and inevitable inequalities in the assignments of work, but since every teacher is paid according to the number of classes she teaches there is no waste time paid for. But there is a waste in another way. Many of the classes in the mixed schools are too small. The girls in two rooms ought to be put together so as to form one full-sized sewing class, which could then be taught in half the time that is now required to teach them in separate rooms.

In still another way there is waste of effort, because many of the teachers spend too much time in giving individual instruction, and too little in giving class instruction. On this important matter Miss Carlisle, Supervisor, says in her report: "The range in the value of the methods used is wide. In some schools a new process is understandingly taught in a class

exercise. The new stitch is clearly apprehended by the mind before the fingers attempt it. This is a most commendable plan. . . . A free use of the black-board as a means of illustration should be made in connection with this phase of the work. Oral instruction in the form of questions and answers should almost invariably accompany the attempt to present an understanding of a new process." . . . "Oral teaching should be given only to that degree which enlightens the child in regard to what she is to undertake. But when so limited it is an extremely valuable method and contrasts sharply with that plan of procedure which presents practically no class work, and must therefore waste much time in individual instruction. Work with individuals is very important, but its best function lies in the correction of individual errors in sewing."

On the matter of "practice pieces" as against "finished articles of use," Miss Carlisle says: "Interest in a concrete stimulates the child. Her endeavors are naturally more serious and industrious when they are applied to a doll's garment or an iron-holder for her mother than when she is trying to stitch for the stitch's sake. The available always appeals to a child. In early years her passion for possession is strong. To these characteristics add her desire to serve some one, and the disadvantage of long continuance on the 'practice piece' is understood. It is believed, then, that it is important to apply the needle to definite articles, and to garments, and to minimize the function of mere practice work."

And the following on the function of exhibitions is suggestive: "Results were creditable and often indicated the teacher's enterprise, ingenuity, and originality. These exhibits offer an educative opportunity

in not a few districts. The suitability of materials can be objectified. Broad, coarse laces on garments requiring frequent laundering are more popular than suitable. Children's selections and purchases should illustrate an economical and prudent taste. The exhibitions, again, gave opportunity to distinguish between a really well made and pretty garment and one that had its defects of quick and careless making, covered by large bows of poor ribbon. Other services of the exhibition might be pointed out, but it is always to be remembered as an opportunity to educate children to an appreciation of really faithful and conscientious work upon durable, suitable, and pleasing articles."

Attention is called also to the importance of carefully considering the value of "dress draughting" in the ninth grade. "Not a few of our well-equipped teachers," says Miss Carlisle, "question its value, and are inclined to recommend its abolition. The chief arguments presented against it are its defective results, time consumption, and lack of practical value."

COOKERY.

The first schools of cookery were opened in October, 1885, one in the Tennyson-street school-house (since removed to the Winthrop School-house), and another at 39 North Bennet street (since removed to the Hancock School-house). The city assumed the expenses of these schools from September, 1886. Up to that time the schools had been supported by private enterprise. There are now twenty-eight schools of cookery. Most of them are placed in grammar school buildings, a few in primary school buildings, and a few in rented rooms. Each cookery-room is used by the girls of the grammar schools in its immediate vicinity.

It now appears to be the settled policy to provide a cookery-room in every new grammar school-house designed for the accommodation of girls or that of girls and boys; also to fit up cookery-rooms in the older buildings whenever suitable opportunities occur; so that, finally, no class in cookery shall be obliged to travel far for instruction. At present there are twenty-eight cookery-rooms for forty-six grammar schools. The distribution of these rooms is uneven, as may be seen from the following tabular statement, showing the number and kind (girls' or mixed), of grammar schools to be accommodated in each division and the number of cookery-rooms provided for them:

DIVISIONS.	GRAMMAR SCHOOLS.	COOKERY ROOMS.
FIRST, East Boston.....	4 mixed,	2
SECOND, Charlestown..	5 mixed,	2
THIRD, North and West Ends.....	3 girls',	3 ¹
FOURTH, Central City.....	{ 2 mixed, 1 girls', }	3 ²
FIFTH, South End.....	3 girls',	2
SIXTH, South Boston.....	{ 3 girls', 1 mixed, }	1
SEVENTH, Roxbury.....	{ 7 mixed, 1 girls', }	3
EIGHTH, Brighton and West Roxbury.....	{ 6 mixed, 1 girls', }	6
NINTH, Dorchester.....	9 mixed,	6

¹ Two of these rooms are in the Bowdoin and one in the Hancock. The Wells has none.

² One of these is in the Horace Mann School for the Deaf, where both boys and girls are taught cookery.

There is also a striking irregularity in the assignment of instruction in cookery to the different grades in the different grammar schools. The Board of Supervisors made a recommendation, which was approved by the Committee on Manual Training, that instruction in cookery should extend through two consecutive years only, and should be given either to the seventh and eighth or to the eighth and ninth grades — preferably to the former. Of the forty-six grammar schools sending girls to the cookery rooms, twenty-four send from the seventh and eighth grades only, and two from the eighth and ninth grades, only, thus following the recommendation. Ten schools send from the eighth grade only, thus limiting the instruction to one year; four of these schools being in South Boston and four in Roxbury, where, as above pointed out, the number of cookery rooms is insufficient. Then there are two schools sending from the seventh, eighth, and ninth grades; one sending from the sixth, seventh, and eighth grades; one sending from the seventh and eighth grades, and from the ungraded class; one sending from the eighth and ninth grades, and from the ungraded class; two sending from the sixth, seventh, and eighth grades and from the ungraded class; one sending from the seventh, eighth, and ninth grades, and from the ungraded class; and one sending from the sixth, seventh, eighth, and ninth grades, and from the ungraded class. The Horace Mann School for the Deaf may be regarded in this connection as sending ungraded pupils only.

There is a reasonable doubt as to whether the instruction in cookery can be given profitably to children as young as those in the sixth grade. It is

also doubtful if there be substance enough in the cookery instruction suitable for grammar grades to justify its being spread over more than two years. If, therefore, the sending of three or four grades to take this instruction means that the course of instruction is extended through three or four years, the practice ought to be discouraged. There is no doubt but that the girls in ungraded classes should be given instruction in cookery if they can profit by it; and the reports concerning these classes have thus far shown that they do profit by it decidedly.

The total number of pupils receiving instruction in cookery is 5,690. Of these, 218 belong to the ninth grade, 2,546 to the eighth, 2,351 to the seventh, 250 to the sixth, and 325 to the ungraded classes.

The informaton above given is gathered from a report recently made to me by Miss Ellen L. Duff, Principal of the Schools of Cookery, who, after two years of excellent service, has just resigned her position. Her report, excepting the part already used above, appears in the Supplement, pages 214-226.

WOODWORKING AND CARDBOARD CONSTRUCTION.

Some years ago, when various branches of manual training were proposed for admission to the Course of Study, and when no one of them, except sewing, had grown so far out of the experimental stage as to be a safe subject to be required of all or even of many schools, the Course of Study was opened for the present and future admission of any or all such branches by arbitrarily setting aside two hours a week in every grade for whatever work any school might undertake in the name of manual training. "Condemned to

experiments," was the phrase used to describe this part of the school time; and it indicated a truce between the advocates and the opponents of the new branches, whereby the former received a definite concession of school time and the latter were secured against further encroachment. And so there has been peace ever since. One party has been permitted to carry on experiments, and the other has felt bound in fairness to await the results.

The manual training time was already occupied for the girls in the lower grammar grades with sewing, and in the ninth grade of some schools with dress-draughting and fitting. Then came cookery for the girls in the seventh and eighth grades or in the eighth and ninth grades (where dress-draughting was not taught). Thus the time of the girls was filled. But the time of the boys was not so easily filled. Woodworking was first introduced in 1884. A room in the basement of the Latin School building was fitted up and provided with benches and tools. Mr. George Smith, who had been a teacher of carpentry in the School of Mechanic Arts, a department of the Massachusetts Institute of Technology, was engaged to teach the same subject to classes of boys coming from ten neighboring grammar schools. This experiment was carried on for eight years, and was then discontinued to make way for a larger enterprise on a somewhat different plan of work. Whatever may be thought of the results of this first experiment, when judged in the light of later experience, it is but fair to recognize its great value as a piece of pioneer work. It attracted widespread attention, and demonstrated the practicability of making woodworking an effective part of school work. It

contributed some elements of permanent value to the present system of instruction, and it led us into some errors which have since been avoided. Meanwhile another enterprise of similar character, but under private management, was started at the North Bennet-street Industrial School. This was another piece of good pioneer work, from which valuable lessons were learned.

In 1892 the Committee on Manual Training, taking advantage of the results of eight years of experiments, formed a comprehensive plan for giving instruction in woodworking to boys in the three upper grades of all the grammar schools in the city. Of course this plan could not be carried into execution all at once; but there has been a steady progress towards its complete execution during the last eleven years, until now practically all the boys in the three upper grammar grades get at least one year of woodworking, and many of them get two years. There are now thirty-five woodworking rooms and thirty-two teachers, giving instruction to about 7,000 boys. The Principal of Manual Training Schools, Mr. Leavitt, has expressed the opinion, in which I concur, that the time has come for making the course in woodworking two years in length, and required of all boys in the seventh and eighth or eighth and ninth grades. I should prefer, however, not to require this work universally in the seventh grade, for in this grade are found many boys neither big enough nor strong enough to work with good effect at the bench.

The course of study in woodworking has gradually undergone changes for the better. There is now less disposition to adhere closely to a fixed "system," copying a prescribed series of models; but "optional" or

“extra” models are freely introduced, and many of the boys are encouraged to execute individual projects of their own. Also the correlation of the woodwork with the drawing has been more and more definitely brought out.

Cardboard Construction has nearly filled the gap for the boys in the three lower grammar grades. This subject is now taught in thirty-four out of forty-five (boys' and mixed) grammar schools. In mixed schools the regular teacher teaches this subject to the boys while the girls of her class attend the sewing teacher. In boys' schools the task is harder, for the teacher must deal with the whole instead of half of the class. Altogether 250 regular teachers have qualified themselves in greater or less measure to teach cardboard construction. The work done in this subject is well represented in the book “Cardboard Construction” by J. H. Trybom. This book is in fact the outcome of experiments carried on in the Horace Mann School for the Deaf and in the Prince School, by the author and by Misses Ellen F. G. O'Connor and Abbie E. Wilson of the last-named school.

It will be noted that boys of the sixth grade are still unprovided with any form of manual training. Something suitable for this grade, and also suitable for those boys in the seventh grade for whom bench-work is unsuitable, is now the greatest need remaining to be supplied.

PHYSICAL TRAINING AND SCHOOL HYGIENE.

The history of physical training in city schools is a long one, covering more than two generations and recording many an unsuccessful attempt to counteract

by means of muscular exercises the deleterious effects of confinement in school rooms. The records and published documents of the School Committee show how the subject has been dealt with in this city. Of special historical interest are two reports written in 1891 and in 1894 by Dr. Edward M. Hartwell, Director of Physical Training at that time. The first report brings together all the information the School Committee's records afford, from the beginning down to the introduction of the Ling or Swedish system of educational gymnastics into all the public schools of Boston, by a vote passed June 24, 1890. The second amongst other things sets forth the important ends to be gained by systematic attention to physical training in the schools and demonstrates by startling statistics the extent to which the vitality of school children is impaired by the influences of city life in general and of school life in particular.

This latter report brought its author to a consideration of the sanitary conditions of school life; among which that of the seating of pupils in proper chairs at proper desks appeared to demand an immediate and radical course of action. Public attention had already been fastened upon the subject by the publication of Dr. Charles L. Scudder's Special Report to the School Committee on the "Seating of Pupils in the Public Schools," School Document No. 9, 1892. Dr. Hartwell followed up the matter by an elaborate report which was printed in the supplement to the Superintendent's Report, School Document No. 4, 1895. This report subjects the problem of a proper seating of pupils to a rigid scientific analysis, and states the results in terms of practical application, so that the manufacture of adjustable school furniture on correct principles

became for the first time universally possible. The policy of supplying none but adjustable furniture was adopted by the School Committee some years ago, and is now continued by the School-house Commission. All new buildings will be, and all recent buildings have been, supplied with adjustable chairs. The replacement of old furniture by new in the older buildings is going on as fast as can be with due regard to economy.

That the two matters of Physical Training and School Hygiene have been closely associated in administration for some years past is due rather to accident than to design. At first, in 1885, Dr. John B. Moran was appointed to take charge of School Hygiene, and he devoted his attention exclusively to matters coming under that head — ventilation, lighting, heating, sanitariness in school-houses, and personal hygiene among the pupils. Then came Dr. Hartwell, in 1890, appointed Director of Physical Training, with duties having no reference to School Hygiene, but nevertheless interested in that subject and finding abundant opportunities to turn that interest to practical account for the good of the schools, as his reports above cited well show. The present director, Dr. James B. Fitzgerald, although by official title concerned with Physical Training only, has nevertheless done much work in School Hygiene, the importance of which should not be overlooked. The committee under whom all these officials have served still bears the title of Committee on Hygiene and Physical Training.

For information concerning what is being done and what has recently been done both in Physical Training and in School Hygiene, the reader is referred to two reports, printed in the Supplement, pages 227–238, which

were written by Dr. Fitzgerald. One of these, dated, June 2, 1902, covers the year ending on that date; and the other prepared by my request covers the four years during which Dr. Fitzgerald has held the office of Director of Physical Training. Although it causes some repetition to print both reports it has seemed best to do so, for there is interesting matter in each not found in the other.

MILITARY DRILL.

In the year 1863, under the influences of the Civil War, the School Committee became convinced of the importance of preparing boys, so far as they could be prepared in schools, for the duty of bearing arms in defence of their country. An instructor of military drill, Colonel Hobart Moore, was engaged in December of that year to teach in the Latin, English High, and certain grammar schools. The experiment was soon abandoned in the grammar schools; but in the Latin and in the English High the military drill has had a permanent place ever since, and in all the high schools that have come into the city through annexation military drill has been given a place. The motive which led to the introduction of military drill originally may have lost some of its force in people's minds of late years, and more attention may have been drawn to certain defects of it as a form of physical exercise, but there is no doubt about the intensity of the interest which the boys take in the drill. Attempts to abolish it would probably fail, and in my judgment ought to fail, for the reasons which led to its adoption as a school exercise originally still exist, and it has no defects which are not easily remediable through certain additional

gymnastic exercises — the so-called setting-up drill — or through improvements in the manual of arms.

In a recent report the Instructor of Military Drill says:

When the boys were allowed to receive "points" for military drill the department was raised to the same standing as any other high school study. This change, together with the method of selecting officers, immediately caused not only greater interest in the drill on the part of the boys but a great reduction in the number of boys "excused from drill." The result has been that military drill is to-day in a condition of excellence which reflects credit on the pupils and reacts for the benefit of the schools in producing better scholarship and better general discipline.

The interest manifested by the boys in maintaining an excellent military discipline and their careful attention to the details of military duty promise well for the future prospects of this department of school work; and in general I feel so well satisfied with the present conditions that I have no suggestions for any change whatever.

EVENING LECTURES.

Supervisor Parker has been specially charged with the duty of arranging courses of evening lectures under the authority of the Committee on Evening Schools, and he has devoted to this work much time and thought which have brought forth a splendid result. His report upon the matter is as follows:

Lectures in the evening schools at irregular intervals have been given for many years; but no general, systematic plan to reach all the schools had been made until the season 1901-02, when forty lectures were given in the elementary and high evening schools. The subjects chosen were mostly geographical, many being travels illustrated by the stereopticon. A few lectures were on personal experiences in the Civil War. The speakers were masters and sub-masters in the schools. The audiences were principally pupils in the evening schools. In a few instances the general public was allowed to attend. The course as a whole was a great success. The pupils were much interested, and in many schools the subject-matter of the lecture was used for the material of language work the following evening. The principals wrote some very strong recommendations of the work, and all expressed a desire to have it continued. . . .

During the present season, 1902-03, the Committee on Evening Schools decided not to give any lectures to the pupils of the schools, but to confine the work to lectures to the people after the manner of New York, Philadelphia, and other cities. Two courses of lectures have been given this season. The first course during November and December consisted of twenty-four lectures at four centres, six lectures at each centre. The following were the speakers and the subjects:

Michael J. Dwyer, "The Poems and Songs of Thomas Moore."

Peter MacQueen, "The Philippines, Past and Future."

George W. Bicknell, "Down in Dixie."

Arthur K. Peck, "The Yellowstone National Park."

Bernard W. Sheridan, "Evangeline."

John C. Bowker, "Imperial India."

The second course during March and April consisted of thirty-two lectures at eight centres, four lectures being given at each centre. The following were the speakers and the subjects:

SECOND COURSE, MARCH, 1903.

Charles E. Fay, "Mountaineering in a New Switzerland."

W. Hinton White, "Australia Past and Future."

Carrie M. Kingman, "A Trip to Brazil."

Michael J. Dwyer, "The Poems and Songs of Thomas Moore."

" "The Poems and Songs of Robert Burns."

John Wilder Fairbanks, "The Land of the Nightless Day."

George W. Bicknell, "Flashes of Light on Yankee Land."

Peter MacQueen, "The Philippines, Past and Future."

" "Scotland and Robert Burns."

" "Panama and Venezuela."

John C. Bowker, "Imperial India."

Bernard M. Sheridan, "Evangeline."

Homer B. Sprague, "Oliver Goldsmith's Foundations."

" "Shakespeare's Cradle and School."

Alice Gray Teele, "Ireland and her People."

William H. Niles, "Personal Reminiscences of the Peaks and Passes of the Alps."

Minna Elliot Tenney, "A Summer in Norway."

Charles Mason Fuller, "The West Indies Islands."

Arthur K. Peck, "The Yellowstone National Park."

The attendance on the lectures far exceeded our most sanguine expectations. The record far surpasses that of any other city. The first course of 24 lectures was attended by 16,495 persons, with an average attendance of 687, the smallest being 218 and the largest 1,215. Many persons were turned away for want of room. The second course of 32 lectures was attended by 23,578 persons with an average attendance of 736. The bills are not all in yet, but the total expense will be about two thousand dollars. In New York the first year 186 lectures were given

to an audience of 22,149 persons, with an average attendance of 115, at six centres, and at a cost of \$15,000. In Boston 56 lectures were given to an audience of 40,073 persons, with an average attendance of 715, at a cost of \$2,000.

EXTENDED USE OF SCHOOL-HOUSES.

Within a year past there have been made three interesting experiments, which show some of the ways in which school-houses may be used for the pleasure and profit of the people of a neighborhood. Educational Centres, as they have been called, were started in Roxbury, April 14, 1902, at the Lowell School; in the North End, May 7, 1902, at the Hancock School; and in South Boston, January 5, 1903, at the Bigelow School. The first was placed under the care of Mr. Edward P. Sherburne, master of the Lowell School; the second under Mr. Lewis H. Dutton, master of the Hancock School; and the third under Mr. Michael E. Fitzgerald, sub-master of the Lawrence School. From reports made to me by these gentlemen I have gathered some suggestive facts which show what draws people to a school-house.

Classes have been formed in cookery, sewing, dress-making, millinery, embroidery, basket-making, wood-working, singing, and gymnastics; and these have been attended by adults chiefly, and by youth beyond the school age. These classes have nearly all been successful, the enthusiasm being well sustained to the end. The ordinary school subjects, which are taught in the elementary evening schools, were not given much attention at the Educational Centres. In South Boston and in Roxbury there was little need of this, because there were evening schools already open in the immediate neighborhood, which were doing good work that ought

not to be disturbed. At the Hancock we find however more of the academic work added to the industrial teaching. There was a Shakespeare class composed of girls graduated from the Hancock School; also a class of beginners in French, a class in civil government, and a class in bookkeeping were carried on.

Besides the industrial and the academic features in the work of the Educational Centres there were others of a more social kind. The singing classes open to men as well as to women were of this kind. Then there were concerts, lectures, dancing, and quiet games provided for the entertainment of all the classes. The older boys and girls in the day schools were invited to come to the school-house evenings to study their "home lessons." They came in considerable numbers, and after studying their lessons for an hour spent another hour playing dominoes, checkers, and other quiet games.

Such, in brief, are the suggestions of a single year's experimentation with Educational Centres. They show that the social life of a neighborhood can be reached by the school in many ways not heretofore undertaken by the teachers or by the school authorities; and they may serve to establish a belief that the public good will be furthered by making each school so far as possible a social centre for its vicinity. Here is a work which, in my belief, should be taken up by every school principal and staff of assistant teachers in the city. There are doubtless many of those quite able to take the initiative, if only suitable encouragement be given. Indeed, it would be enough, in some instances, to remove the discouraging restrictions which have hitherto existed; as, for example, the rule which makes it impossible to get up a subscription entertainment for the benefit of

the school, if the pupils are to take any part in the effort to raise the necessary money.

In an address recently made by me to the masters of the Boston Schools, the following was said: We shall do well, I think, to consider seriously the significance of the recent movement represented by the so-called Educational Centre. There are those who appear to think it a passing fad. But it will hardly be wise thus lightly to dismiss the matter. The Educational Centre doubtless has been called into existence by causes that we may recognize among the social conditions that prevail in most of the neighborhoods in the city. That there may be a "more extended use" of our fine public school-houses is hardly an adequate statement of the purpose of the Educational Centre. To use a building merely for the sake of using it is not in itself a laudable thing to do. There is a larger and higher purpose. No one can doubt this who has seen the assemblies of youth and adults at the Lowell Educational Centre, at the Hancock, and latterly at the Bigelow in South Boston, at which last place more than three thousand persons have been registered within the last four weeks.

This purpose is primarily a social one. It touches in a large way the social life of the neighborhood, which it refines and elevates through the useful and pleasant occupations it affords for a large number of persons. But the purpose is also educational, both directly for the benefit of the persons who come in for instruction, and indirectly for all the schools by enhancing in the minds of the people their sense of the value of things educational. There can be no doubt when the boys and girls in the day schools see their elder

brothers and sisters, and even their fathers and mothers, going to school in the evening that they will themselves feel an increased respect for their own school work. The influence of a well-managed Educational Centre ought to be, and doubtless will be, manifested by a general uplift in all the other schools of the neighborhood, and by a higher intellectual and moral life in the community.

PLAYGROUNDS IN SUMMER.

For a number of years the school-house yards in certain districts have been opened in summer for children to enjoy in safety various pastimes and pleasant forms of instruction under the direction of the Massachusetts Emergency and Hygiene Association. Until 1899 the expenses of this enterprise were met by private subscription; but in that year, at the suggestion of Hon. Josiah Quincy, then Mayor, the School Committee made an appropriation of \$3,000 in aid of the enterprise, and in the following year an equal sum was appropriated for the same purpose.

The direction of the playgrounds is now in the hands of the School Committee, and it is connected with that of the vacation schools. Last summer there were five playgrounds opened in different parts of the city, and they were well attended. The largest attendance was 2,232, and the average attendance 1,084. Others were opened at private expense, notably one in the Hancock School yard, which suggested some new ways of making the playgrounds beneficial.

VACATION SCHOOLS.

In March, 1900, the Board of Supervisors recommended "that a small number of vacation schools be

established for the purpose of determining to what extent the necessity for them exists and how they may be made most useful." This recommendation was adopted, and an appropriation of \$3,000 was voted for the first summer's experiment. Three schools were opened, in the Bowdoin, Dearborn, and Lyman Districts. The second summer four schools were opened, and were carried on at an expense of about \$4,000. Last summer there were seven vacation schools, which, with the five playgrounds above-mentioned, cost nearly \$11,000. The largest whole number attending the seven vacation schools was 7,652, and the average attendance was 3,019.

This coming summer, owing to the financial situation, it will not be possible to extend the vacation schools to other districts or to increase the cost of instruction in the schools already established beyond the standard set for last summer. This check to the expansion of vacation schools, if it be only temporary, may be beneficial, for it will give an opportunity to concentrate more effort on the perfecting of the experiments now in progress when none is required to start new ones. We must bear in mind that this whole matter is in the experimental stage. What may ultimately come out of it no one can tell. It may be better in the end if we are obliged to go somewhat slowly now.

The above notices of playgrounds and vacation schools are but brief, for the reason that it would be a superfluous work to go over the ground already so well covered by the latest annual report of the School Committee (1902), and by the Committee on Vacation Schools in their latest report. See School Document No. 14, 1902.

USE OF THE PUBLIC LIBRARY.

In my report of last year attention was called to a plan of co-operation between the Public Library and the Public Schools, which had then been in operation about a year. The plan was described, and the results of the first year's trial were stated in communications from the officials of the Public Library. It was pointed out that a majority of the schools had responded in an encouraging way to the efforts made in their behalf; and the opinion was expressed that before the end of another year all the schools ought to come into the plan, and that all the teachers of the older pupils ought to bring the treasures of the Public Library within reach of their classes, and give them instruction in the best ways of using those treasures.

It is a pleasure now to be able to state, on the authority of the librarian, that the number of schools having deposits of books has risen from forty-four to sixty-five. This leaves but six schools without such deposits. The number of volumes sent to the schools during a year has risen from 5,820 to 12,261. It has been more than doubled.

In many schools several rooms are now supplied where formerly only one teacher was interested. Applications for library cards have again been taken in all the schools. Talks on the use of the library, and on reference books have been given at the Central Library, and several schools have sent classes. At some of the branch libraries space and books have been reserved for classes. The development of the latter plan is greatly to be desired.

One hundred and fifty-six portfolios of pictures were sent to the schools as against eighty-nine the year before. The policy has been continued of adding to the branches as well as to the Central Library the books most in demand by teachers and pupils, and especially of multiplying copies of them. Through increased facilities of transportation it has proved possible to deliver books directly at most schools instead of sending them to be called for at the neighboring branch or station.

The total number of books missing at the schools for a period of nearly two years was twenty-eight volumes, of the value of \$21.82. This includes books lost at the vacation schools, and is a small amount considering the number of volumes sent out. No books have yet been lost at high schools, though some of them have been supplied for four years.

RECOMMENDATIONS.

There are but few specific recommendations to be found in the foregoing pages, and those are only incidental to the main topics treated. For convenience these recommendations are here brought together. They are :

1. That provision be made in the Public Latin School for the pupils to anticipate some of the more elementary college studies, to the end that they may be prepared to obtain the Bachelor of Arts Degree after three years' residence at college.

2. That an eight grade course of study, containing all the essentials of the present courses, be adopted for the primary and grammar schools.

3. That the regulations pertaining to the primary

and grammar schools be revised for the purpose of making them consistent with the idea of a system of grades running uniformly from the kindergarten to the high school, and free from obsolete distinctions and technicalities.

4. That an increased proportion of shop work be provided for some, if not all of the boys in the Mechanic Arts High School.

5. That suitable compensation be provided for expert advice in the cases of children reported to the Superintendent as suitable subjects for special investigation of their mental deficiency.

6. That a Branch of the Evening High School be opened next season in South Boston.

7. That an Elective in Music, to be given at least three hours a week, with instruction of a high grade, be allowed in the high schools.

8. That a good supply of rote songs be granted to the primary schools.

9. That blank drawing papers replace drawing books for pupils' use, not only temporarily, to help meet the present financial stringency, but permanently, as the Director of Drawing is prepared to recommend.

CONCLUSION.

The main purpose in the preparation of this report has been to publish full information about our existing school system as viewed from an historical standpoint. The historical sketches of the several parts of the system, slight and imperfect as they are, will, nevertheless, serve to illustrate some characteristic habits of our people in dealing with matters educational. We are slow to pull down that which has served our needs in

the past. We are cautious about adopting innovations. We are fond of thinking and talking a long time before taking action. It has taken half a generation to establish many an important reform; but when so established it stays.

Above all we are very fond of supplying our educational wants in our own way. We prefer taking the initiative. We prefer to do something and have it afterwards legalized by the State Legislature, rather than to wait for the Legislature to mark out the way for us to follow. The inbred feeling for local self-government has been strong with us; and our belief is that our school system, built by ourselves, in our own way, possesses a lasting vigor, which no system, however beautiful, imposed upon us by an outside authority, could possibly have. Our school system, whatever its excellencies, and whatever its defects, is at least indigenous, and it is strong. It will continue vigorous so long as it can strike its roots deep in the popular belief that the adequate support of their own schools is the highest civic duty of a self-governing community.

A review of the history of our schools teaches lessons of patience and perseverance to reformers, who will learn that great improvements are not made in a year, lessons of warning to conservatives, who may learn to take care lest their conservatism become unreasonably obstructive; and lessons of hope and confidence to all who see that adequate education of the children of the people can come only from the people.

All which is respectfully submitted.

EDWIN P. SEAVER,

Superintendent of Public Schools.

March, 1903.

STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1903.

SCHOOL CENSUS.

September, 1902.

Number of children in Boston between the ages of 5 and 15.....	94,882
Number reported as attending public schools.....	71,532
Number reported as attending private schools.....	15,601

SUMMARY.

January 31, 1903.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR TEACHERS.			Average Number Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	Number at Date.
		Men.	Women.	Total.					
Normal	1	2	11	13	227	222	5	97.7	226
Latin and High.....	12	95	106	201	6,555	6,198	357	94.5	6,337
Grammar	58	128	824	952	42,824	39,473	3,351	92.2	42,635
Primary	678	.....	678	678	32,512	28,196	4,316	86.7	32,839
Kindergarten	89	.....	167	167	4,862	3,547	1,315	72.9	4,760
Totals	838	225	1,786	2,011	86,980	77,636	9,344	89.2	86,797

SPECIAL SCHOOLS.	No. Schools.	No. of Regular Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Horace Mann	1	15	120	102	18	85.0	127
Spectacle Island	1	1	11	10	1	90.9	11
Evening High, Central.....	1	129	2,086	1,686	400	80.8	
Charlestown Branch.....		9	598	465	133	77.7	
East Boston Branch.....		7	208	159	49	76.4	
Evening Elementary	14	192	4,051	2,794	1,257	68.9	
Evening Drawing.....	6	31	744	541	203	72.7	
Special classes	6	6	73	55	18	75.3	87
Totals	29	290	7,891	5,812	2,079	73.6	

¹ Each teacher was in charge of two classes, one of which met on Monday, Wednesday, and Friday evenings; the other on Tuesday and Thursday evenings.

SPECIAL TEACHERS.

Not Included in the Preceding Tables.

	Men.	Women.	Total.
Chemistry: Girls' High School.....		1	1
Girls' High School: Laboratory Assistant..		1	1
Roxbury High School: Laboratory Assistant	1		1
Commercial Branches: Brighton High School.....		2	2
Charlestown High School.....	1	1	2
Dorchester High School.....	2	1	3
East Boston High School.....	1	1	2
English High School.....	1		1
Girls' High School.....		3	3
Roxbury High School.....		1	1
South Boston High School.....		2	2
West Roxbury High School.....	1	1	2
Cookery: Principal and Instructors.....		24	24
Drawing: Director and Assistants.....	2	3	5
Dorchester High School.....		2	2
English High School.....	1		1
Roxbury High School.....		1	1
South Boston High School.....		1	1
West Roxbury High School.....		1	1
French: South Boston High School.....		1	1
German: Girls' Latin and Girls' High Schools.....	1		1
Modern Languages: Assistant Instructors.....	2		2
Music: Director and Assistants.....	5	4	9
Physical Culture: Girls' Latin School.....		1	1
Brighton High School.....		1	1
Dorchester High School.....		1	1
East Boston High School.....		1	1
Girls' High School.....		1	1
Roxbury High School.....		2	2
South Boston High School.....		1	1
West Roxbury High School.....		1	1
Physical Training: Director and Assistants.....	3		3
Sewing: Instructors.....		42	42
Wood-working: Principal, Instructors, and Assistant Instructors.....	8	25	33
Totals.....	29	127	156

NORMAL AND HIGH SCHOOLS.

Semi-annual Returns to January 31, 1903.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Head Masters.	Junior Masters.	Asst. Principals.	Assistants.	Instructors.	Spec'l Instruc'rs.	Assistant Instructors.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal.....		227	227		222	222	5	98	1	1		11				
Public Latin.....	578		578	562		562	16	97	1	11	8					
Girls' Latin.....		354	354		337	337	17	95		1						
Brighton High.....	83	180	263	80	169	249	14	94	1	1	1					
Charlestown High.....	60	165	225	56	151	207	18	92	1	1	1					
Dorchester High....	275	604	879	261	569	830	49	94	1	1	4		16			
East Boston High....	129	227	356	122	215	337	19	95	1		3					
English High.....	788		788	730		730	58	93	1	16	6					
Girls' High.....		882	882		826	826	56	94	1	1	1	21				
Mechanic Arts High.....	629		629	613		613	16	97	1	3	6		5	1	3	
Roxbury High.....	155	556	711	147	526	673	38	95	1	2	3	1	14			
South Boston High....	183	357	540	169	337	506	34	94	1		3		12			
W. Roxbury High....	86	264	350	82	246	328	22	94	1		2		8			
Totals	2,966	3,816	6,782	2,822	3,598	6,420	362	95	12	38	38	2	115	5	1	3

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JANUARY 31, 1903.

SCHOOLS.	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.
Normal.....	121	165	.....	.....	.....	.....	.....	226	.....	.....	...	.....	.....	1.	3	52	63	50	57
Public Latin.....	73	37	66	98	79	58	136	547	7	34	58	92	117	93	72	50	18	6	.....
Girls' Latin.....	26	29	48	67	44	43	87	344	5	18	34	59	74	59	47	31	15	1	1
Brighton High.....	105	74	64	21	.....	.....	.....	264	.....	1	5	30	51	78	52	31	14	.....	2
Charlestown High.....	81	64	45	20	.....	.....	8	218	.....	.....	9	21	58	52	46	21	8	.....	3
Dorchester High.....	391	254	169	55	.....	.....	.....	869	.....	1	21	112	213	255	181	71	10	4	1
East Boston High.....	162	110	57	18	.....	.....	.....	347	.....	2	10	57	93	107	46	23	6	2	1
English High.....	403	161	164	33	.....	.....	.....	761	.....	.....	37	107	188	190	135	73	23	3	5
Girls' High.....	411	193	160	71	.....	.....	.....	835	.....	.....	4	42	148	254	215	119	37	13	3
Mechanic Arts High.....	267	196	120	27	.....	.....	.....	610	.....	.....	4	44	116	153	158	83	33	13	6
Roxbury High.....	356	160	113	67	.....	.....	.....	636	.....	4	14	62	110	189	161	93	38	14	11
South Boston High.....	216	187	83	28	.....	.....	.....	514	.....	1	23	90	132	145	80	33	10	.....	.....
West Roxbury High.....	176	85	47	24	.....	.....	.....	332	.....	3	12	40	84	85	64	32	8	3	1
Totals.....	2,788	1,655	1,136	529	123	101	231	6,503	12	64	231	756	1,384	1,661	1,260	712	283	109	91

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1903.

SCHOOLS.	Number of Regular Teachers.	Average Number of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal.....	12	227	18.9
Latin	19	578	30.4
Girls' Latin.....	12	354	29.5
Brighton High.....	9	263	29.2
Charlestown High.....	10	225	22.5
Dorchester High.....	21	879	41.8
East Boston High.....	10	356	35.6
English High.....	22	788	35.8
Girls' High.....	24	882	36.7
Mechanic Arts High.....	18	629	34.9
Roxbury High.....	20	711	35.5
South Boston High.....	15	540	36.0
West Roxbury High.....	10	350	35.0
Totals.....	202	6,782	33.5

ADMISSIONS, SEPTEMBER, 1902, NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Diploma Scholars, June, 1902.	Average Age.	
			Years.	Months.
Brighton High.....	6	5	18	9
Charlestown High.....	10	9	19	.....
Dorchester High.....	6	6	18	6
East Boston High.....	8	8	19	1
Girls' High.....	41	37	18	11
Roxbury High.....	15	15	18	11
South Boston High.....	10	9	18	9
West Roxbury High.....	1	1	17	5
Other Sources.....	39	9	21	7
Totals.....	136	99	19	

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From Other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Months
Public Latin	184	.....	157	27	184	13	10
Girls' Latin	123	.....	82	41	123	14	6
Brighton High	33	55	82	6	88	14	11
Charlestown High	21	53	64	10	74	14	11
Dorchester High	128	275	352	51	403	15	2
East Boston High	59	161	155	25	160	15	8
English High	444	.....	348	96	444	15	4
Girls' High .....	.....	455	382	73	455	14	9
Mechanic Arts High.....	321	.....	292	29	321	14	11
Roxbury High	82	255	240	97	337	16	1
South Boston High.....	76	178	151	103	254	14	6
West Roxbury High.....	43	127	151	19	170	15	3
Totals	1,391	1,622	2,436	577	3,013	14	11

GRAMMAR SCHOOLS.

Semi-Annual Returns, January 31, 1903.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Adams	288	241	529	261	215	476	53	90	1	1	1	9
Agassiz	712	79	791	669	73	742	49	94	1	2	1	13
Bennett	331	320	651	316	299	615	36	94	1	2	1	10
Bigelow	794	.....	794	739	.....	739	55	93	1	2	2	13
Bowditch .....	.....	681	681	.....	642	642	39	94	1	.....	2	12
Bowdoin .....	.....	485	485	.....	429	429	56	88	1	.....	2	9
Brimmer	572	.....	572	517	.....	517	55	90	1	2	1	8
Bunker Hill	252	239	491	233	217	450	41	92	1	1	2	8
Chapman	367	361	728	344	333	677	51	93	1	1	2	12
Charles Sumner	325	295	620	304	268	572	48	92	1	1	2	10
Christopher Gibson	484	502	986	454	469	923	63	94	1	2	2	16
Comins	308	353	661	288	325	613	48	93	1	1	2	11
Dearborn	523	402	925	479	351	830	95	90	1	1	2	15
Dillaway .....	.....	847	847	.....	774	774	73	91	1	.....	2	16
Dudley	857	.....	857	805	.....	805	52	94	1	2	1	15
Dwight	623	.....	623	564	.....	564	59	91	1	2	1	10
Edward Everett	300	357	657	277	327	604	53	92	1	1	2	10
Elliot	1,269	.....	1,269	1,156	.....	1,156	113	91	1	3	1	25
Emerson	587	508	1,095	541	462	1,003	92	92	1	2	2	18
Everett .....	.....	675	675	.....	618	618	57	92	1	.....	2	12
Franklin .....	.....	764	764	.....	687	687	77	90	1	.....	2	14
Frothingham	380	380	760	353	352	705	55	93	1	1	2	13
Gaston .....	.....	973	973	.....	906	906	67	93	1	.....	2	17
George Putnam	281	242	523	266	222	488	35	93	1	1	1	9
Gilbert Stuart	244	251	495	232	235	467	28	94	1	1	1	8
Hancock .....	.....	1,080	1,080	.....	973	973	107	90	1	.....	2	20
Harvard	293	313	606	273	286	559	47	92	1	1	2	10
Henry L. Pierce	380	419	799	364	387	751	48	94	1	1	1	14

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hugh O'Brien	528	388	916	493	358	851	65	93	1	1	2	15
Hyde		630	630	.....	579	579	51	92	1	....	2	11
John A. Andrew	462	348	810	431	319	750	60	93	1	1	2	14
Lawrence	497	.....	497	467	.....	467	30	94	1	2	1	9
Lewis	386	434	820	360	402	762	58	93	1	1	2	14
Lincoln	751	.....	751	705	.....	705	46	94	1	2	1	12
Longfellow	286	243	529	269	227	496	33	94	1	1	2	9
Lowell	513	523	1,036	483	495	978	58	94	1	1	2	19
Lyman	439	403	842	395	359	754	88	90	1	1	2	15
Martin	311	315	626	294	290	584	42	93	1	1	2	10
Mary Hemenway....	349	384	733	326	354	680	53	93	1	1	3	11
Mather	575	526	1,101	530	479	1,009	92	92	1	2	2	19
Minot	191	203	394	181	189	370	24	94	1	1	1	6
Norcross .....	.....	580	580	.....	522	522	58	90	1	....	2	11
Phillips	1,426	.....	1,426	1,284	.....	1,284	142	90	1	3	1	24
Phillips Brooks	403	410	813	381	383	764	49	94	1	1	2	13
Prescott	252	263	515	225	232	457	58	89	1	1	1	9
Prince	297	399	696	273	366	639	57	92	1	1	2	11
Quincy	539	.....	539	465	.....	465	74	86	1	2	1	9
Rice	435	.....	435	396	.....	396	39	91	1	2	2	6
Robert G. Shaw....	212	194	406	198	181	379	27	93	1	1	3	5
Roger Clap.....	371	351	722	346	321	667	55	92	1	1	2	11
Roger Wolcott.....	351	357	708	333	334	667	41	94	1	2	2	11
Sherwin.....	552	.....	552	516	.....	516	36	93	1	2	1	9
Shurtleff .....	.....	588	588	.....	527	527	61	90	1	..	2	11
Thomas N. Hart	643	.....	643	616	.....	616	27	96	1	2	1	10
Warren	323	317	640	306	297	603	37	94	1	1	2	11
Washington Allston	568	610	1,178	534	564	1,098	80	93	1	2	2	22
Wells.....	.....	1,079	1,079	.....	983	983	96	91	1	....	2	21
Winthrop .....	.....	682	682	.....	620	620	62	91	1	....	2	12
Totals	21,830	20,994	42,824	20,242	19,231	39,473	3,351	92	58	67	100	727

GRAMMAR SCHOOLS.

Number of Pupils in each Grade, whole Number and Ages, January 31, 1903.

SCHOOLS.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams	40	49	81	103	104	131	24	532	1	15	54	90	95	100	86	58	26	7	.....	.....
Agassiz	56	83	96	175	153	206	.....	769	.....	32	108	138	144	119	98	80	33	13	4	.....
Bennett	104	106	107	111	114	104	.....	646	.....	15	42	112	113	126	104	69	48	13	3	1
Bigelow	106	117	94	113	124	125	112	791	3	29	102	138	139	137	122	96	20	4	1	.....
Bowditch	97	97	102	135	102	103	43	679	.....	18	58	106	109	128	98	75	59	21	6	1
Bowdoin	43	50	95	40	89	106	54	477	.....	13	51	65	86	96	77	62	18	9	.....	.....
Brimmer	41	50	102	106	105	106	65	575	.....	17	48	98	109	125	79	63	27	6	3	.....
Bunker Hill	40	53	76	100	90	96	23	478	.....	12	49	90	90	71	72	55	29	9	1	.....
Chapman	94	84	123	139	152	108	32	732	.....	20	100	116	130	146	102	74	34	9	.....	1
Charles Sumner	81	87	149	111	86	96	.....	610	1	16	51	90	93	123	102	82	45	7	.....	.....
Christopher Gibson	124	131	149	166	202	207	.....	979	.....	14	122	136	175	153	139	133	76	26	4	1
Comins	81	102	97	117	114	116	36	663	.....	24	63	106	101	134	142	68	21	3	1	.....
Dearborn	69	109	98	161	202	226	43	908	1	25	83	148	159	183	164	93	28	12	2	.....
Dillaway	75	97	152	166	168	179	.....	837	1	21	86	130	132	151	128	98	49	25	4	2
Dudley	73	93	142	160	172	168	46	854	.....	33	86	121	162	132	141	99	51	8	1	.....
Dwight	42	95	96	145	110	113	27	628	1	20	57	103	103	89	128	81	31	12	2	1
Edward Everett	89	103	105	107	105	150	.....	659	1	24	76	122	118	106	82	65	53	8	4	.....
Eliot	55	81	99	146	152	317	412	1,262	9	37	103	184	233	203	219	173	62	37	1	1
Emerson	108	120	205	168	211	230	42	1,084	1	42	138	156	190	176	185	120	58	15	3	.....
Everett	77	106	109	119	121	111	35	678	1	17	57	96	114	107	120	74	62	20	4	9
Franklin	86	104	104	158	140	111	40	743	1	29	70	116	119	131	140	92	32	9	3	1
Frothingham	51	76	117	121	184	173	35	757	3	44	104	107	138	129	116	75	34	7	.....	.....
Gaston	95	111	157	172	222	226	.....	983	.....	60	124	149	162	163	131	122	55	14	3	.....
George Putnam	40	45	101	112	107	117	.....	522	.....	16	42	90	90	102	91	47	30	11	3	.....
Gilbert Stuart	54	74	88	85	82	114	.....	497	1	34	72	77	71	85	79	51	20	6	1	.....

Hancock	42	56	110	113	173	212	376	1,082	7	29	115	190	176	236	179	101	39	8	2	.....
Harvard	53	80	97	105	137	98	35	605	2	19	85	97	114	102	84	68	22	11	1	.....
Henry L. Pierce	129	83	134	133	155	161	.....	796	1	39	100	114	124	117	136	98	43	17	5	1
Hugh O'Brien	92	98	146	161	192	222	.....	911	.....	17	78	146	174	167	153	106	47	19	4	.....
Hyde	48	85	117	109	113	111	43	626	2	27	49	94	122	91	112	69	42	15	2	1
John A. Andrew	53	103	150	103	158	190	31	788	1	25	95	137	126	156	138	77	27	11	1	.....
Lawrence	49	65	95	94	87	93	35	488	.....	11	56	77	81	88	103	48	20	4	.....	.....
Lewis	106	100	112	166	174	149	.....	807	1	31	101	126	154	121	107	96	53	15	1	1
Lincoln	47	96	93	148	170	186	.....	740	.....	45	104	118	135	128	102	70	31	5	2	.....
Longfellow	56	53	89	108	84	132	.....	522	1	21	62	96	106	70	83	45	27	9	2	.....
Lowell	100	142	155	196	220	210	.....	1,022	1	34	123	160	177	205	159	115	42	7	.....	.....
Lyman	46	88	90	153	229	138	107	851	7	37	114	164	147	144	129	76	31	2	.....	.....
Martin	47	85	97	94	145	167	.....	635	2	20	52	103	104	91	98	82	56	21	6	.....
Mary Hemenway	90	82	133	144	147	136	.....	732	.....	16	59	131	121	127	120	106	44	7	1	.....
Mather	174	172	142	212	223	156	28	1,107	2	60	115	184	159	175	162	143	81	22	4	.....
Minot	46	70	74	71	62	75	.....	398	.....	.....	27	72	89	67	66	50	16	9	1	1
Norcross	43	61	88	104	142	138	.....	576	2	39	55	82	104	108	89	55	33	8	1	.....
Phillips	108	99	157	214	281	307	247	1,413	.....	54	146	219	237	249	249	185	53	17	4	.....
Phillips Brooks	130	120	134	132	147	133	.....	816	2	22	79	135	96	135	144	110	71	20	2	.....
Prescott	51	58	98	69	100	132	.....	598	.....	22	55	73	89	88	79	62	39	5	1	.....
Prince	87	113	118	115	114	113	49	709	.....	19	81	116	134	111	109	70	52	15	2	.....
Quincy	40	42	46	91	98	145	79	536	.....	18	54	104	75	107	87	58	21	6	3	3
Rice	40	51	71	82	87	99	.....	430	.....	8	38	77	75	77	65	47	30	9	3	1
Robert G. Shaw	44	48	59	89	77	84	.....	401	.....	12	43	70	72	67	64	42	22	7	2	.....
Roger Clap	68	77	130	117	158	173	.....	723	.....	33	94	137	123	110	109	65	38	13	.....	1
Roger Wolcott	40	96	106	143	135	186	.....	706	2	41	92	118	132	128	90	61	28	14	.....	.....
Sherwin	47	50	94	96	102	141	32	562	.....	18	54	92	97	91	93	71	30	14	2	.....
Shurtleff	66	47	102	187	105	81	.....	588	.....	21	57	98	101	119	95	62	28	3	3	1
Thomas N. Hart	62	75	96	133	129	141	.....	636	.....	34	63	84	128	101	99	84	36	6	1	.....
Warren	50	50	115	101	158	144	19	637	1	23	76	106	103	120	87	74	27	14	6	.....
Washington Allston ..	129	169	197	198	182	243	72	1,190	1	38	164	198	206	198	178	126	55	24	1	1
Wells	55	109	135	212	180	251	136	1,078	2	41	109	204	192	186	184	121	30	9	.....	.....
Winthrop	63	84	104	106	107	155	54	673	1	24	49	104	122	135	117	64	37	15	4	1
Totals	4,122	5,030	6,498	7,555	8,177	8,841	2,412	42,635	63	1,535	4,590	6,910	7,370	7,449	6,814	4,812	2,252	692	121	27

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principal, January 31, 1903.

SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.	SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.
Adams	11	529	48.0	John A. Andrew	17	810	47.6
Agassiz	16	791	49.3	Lawrence	12	497	41.4
Bennett	13	651	50.0	Lewis	17	820	48.2
Bigelow	17	794	46.7	Lincoln	15	751	50.0
Bowditch	14	681	48.6	Longfellow	12	529	44.0
Bowdoin	11	485	44.0	Lowell	22	1,036	47.0
Brimmer	11	572	52.0	Lyman	18	842	46.7
Bunker Hill	11	491	44.6	Martin	13	626	48.1
Chapman	15	728	48.5	Mary Hemenway	15	733	48.6
Charles Sumner	13	620	47.6	Mather	23	1,101	47.8
Ch'st'r Gibson	20	986	49.3	Minot	8	394	49.2
Comins	14	661	47.2	Norcross	13	580	44.6
Dearborn	18	925	51.3	Phillips	28	1,426	50.9
Dillaway	18	847	47.0	Phillips Brooks	16	813	50.8
Dudley	18	857	47.6	Prescott	11	515	46.8
Dwight	13	623	47.9	Prince	14	696	49.7
Edward Everett	13	657	50.5	Quincy	12	539	44.9
Eliot	29	1,269	43.7	Rice	10	435	43.5
Emerson	22	1,095	49.7	Robert G. Shaw	9	406	45.1
Everett	14	675	48.2	Roger Clap	14	722	51.5
Franklin	16	764	47.7	Roger Wolcott	15	708	47.2
Frothingham	16	760	47.5	Sherwin	12	552	46.0
Gaston	19	973	51.2	Shurtleff	13	588	45.2
George Putnam	11	523	47.5	Thomas N. Hart	13	643	49.4
Gilbert Stuart	10	495	49.5	Warren	14	640	45.7
Hancock	22	1,080	49.0	Wash. Allston	26	1,178	45.3
Harvard	13	606	46.6	Wells	23	1,079	46.9
Henry L. Pierce	16	799	49.9	Winthrop	14	682	48.7
Hugh O'Brien	18	916	50.8				
Hyde	13	630	48.4	Totals	894	42,824	47.9

GRAMMAR SCHOOLS.

Number of Diploma Scholars, June, 1902. Number of these Admitted to High and Latin Schools, September, 1902.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams.....	13	23	36	18	John A. Andrew...	21	28	49	23
Agassiz.....	71	.....	71	46	Lawrence.....	44	.....	44	11
Bennett.....	35	32	67	51	Lewis.....	31	53	84	72
Bigelow.....	85	.....	85	36	Lincoln.....	54	.....	54	25
Bowditch.....	.....	82	82	54	Longfellow.....	18	26	44	29
Bowdoin.....	.....	50	50	27	Lowell.....	58	69	127	70
Brimmer.....	34	.....	34	20	Lyman.....	43	32	75	42
Bunker Hill.....	17	27	44	15	Martin.....	26	21	47	26
Chapman.....	35	27	62	42	Mary Hemenway..	50	42	92	56
Charles Sumner.....	28	40	68	38	Mather.....	61	69	130	77
Christopher Gibson...	44	49	93	73	Minot.....	12	32	44	32
Comins.....	39	38	77	31	Norcross.....	.....	42	42	20
Dearborn.....	33	32	65	38	Phillips.....	103	.....	103	71
Dillaway.....	.....	69	69	47	Phillips Brooks....	58	47	105	76
Dudley.....	71	.....	71	39	Prescott.....	39	35	74	37
Dwight.....	41	.....	41	21	Prince.....	28	54	82	56
Edward Everett.....	34	42	76	53	Quincy.....	29	.....	29	18
Elliot.....	50	.....	50	37	Rice.....	37	.....	37	23
Emerson.....	51	60	111	61	Robert G. Shaw....	19	27	46	35
Everett.....	.....	68	68	35	Roger Clap.....	24	31	55	31
Franklin.....	.....	65	65	19	Roger Wolcott.....	13	22	35	30
Frothingham.....	40	30	70	28	Sherwin.....	47	.....	47	27
Gaston.....	.....	75	75	42	Shurtleff.....	.....	67	67	39
George Putnam.....	24	14	38	23	Thomas N. Hart...	46	.....	46	22
Gilbert Stuart.....	38	35	73	48	Warren.....	23	24	47	28
Hancock.....	.....	37	37	10	Washington Allston	41	59	100	66
Harvard.....	30	27	57	28	Wells.....	.....	59	59	29
Henry L. Pierce.....	42	69	111	87	Winthrop.....	.....	62	62	34
Hugh O'Brien.....	31	37	68	44	Totals.....	1,811	1,971	3,782	2,230
Hyde.....	.....	42	42	14					

PRIMARY SCHOOLS.

Semi-annual Returns to January 31, 1903.

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	9	215	202	417	188	173	361	56	87	344	74	418
Agassiz	8	190	164	354	168	144	312	42	88	297	54	351
Bennett	10	223	168	391	195	141	336	55	86	335	70	405
Bigelow	12	328	246	574	291	207	498	76	87	482	88	570
Bowditch.....	13	360	353	713	325	308	633	80	89	600	108	708
Bowdoin.....	10	265	223	488	222	183	405	83	88	423	64	487
Brimmer.....	6	161	137	298	142	118	260	38	87	264	47	311
Bunker Hill....	10	203	156	359	181	136	317	42	88	312	55	367
Chapman.....	9	233	236	469	187	191	378	51	81	428	61	489
Charles Sumner,	9	216	211	427	189	179	368	59	86	365	59	424
Christ'r Gibson,	18	486	403	889	431	346	777	112	87	786	136	922
Comins	8	185	147	332	159	118	277	56	83	293	45	338
Dearborn.....	21	517	453	970	448	380	828	142	85	801	195	996
Dillaway.....	12	281	309	590	252	274	526	64	89	524	77	601
Dudley.....	16	382	427	809	331	366	697	112	86	703	128	831
Dwight.....	11	280	261	541	235	216	451	90	84	461	83	544
Edward Everett,	9	228	233	461	199	201	400	61	87	401	70	471
Eliot.....	16	408	329	737	378	305	683	54	93	576	155	731
Emerson.....	17	467	398	865	405	337	742	123	86	716	129	845
Everett.....	10	223	249	472	184	269	393	79	83	397	86	483
Franklin.....	14	348	355	703	300	300	600	103	85	583	99	682
Frothingham....	12	294	278	572	264	244	508	64	89	501	80	581
Gaston.....	9	270	257	527	236	227	463	64	88	476	50	526
George Putnam,	8	204	212	416	178	180	358	58	86	351	64	415
Gilbert Stuart...	7	149	171	320	136	152	288	32	90	290	34	324
Hancock	28	643	614	1,257	567	542	1,109	148	88	1,001	255	1,256
Harvard.....	11	221	212	433	193	183	376	57	87	377	53	430
Henry L. Pierce,	5	120	111	231	107	95	202	29	87	221	19	240
Hugh O'Brien...	13	376	224	600	334	194	528	72	88	512	98	610

PRIMARY SCHOOLS. — *Concluded.**Semi-annual Returns to January 31, 1903.*

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hyde.....	9	260	227	487	227	192	419	68	86	394	98	452
John A. Andrew....	12	304	263	567	262	224	486	81	86	483	84	567
Lawrence	13	377	169	546	339	151	490	56	90	446	94	540
Lewis.....	12	307	236	543	269	203	472	71	87	498	50	548
Lincoln.....	14	421	290	711	374	253	627	84	88	616	87	703
Longfellow.....	9	180	191	371	158	162	320	51	86	335	38	373
Lowell.....	17	449	410	859	398	351	749	110	87	731	138	869
Lyman.....	13	361	318	679	314	276	590	89	87	624	79	703
Martin.....	8	191	178	369	169	152	321	48	87	296	63	359
Mary Hemenway....	11	260	246	506	227	207	434	72	86	416	74	490
Mather.....	16	439	367	806	387	309	696	110	86	740	95	835
Minot.....	5	146	136	282	119	110	229	53	81	249	44	293
Norcross.....	11	167	367	534	150	329	479	55	90	439	84	523
Phillips.....	6	143	142	285	129	125	254	31	89	222	60	282
Phillips Brooks.....	15	361	317	678	312	269	581	97	86	621	105	726
Prescott.....	9	199	201	400	177	169	346	54	87	342	62	404
Prince.....	9	194	217	411	160	168	328	83	80	381	66	447
Quincy.....	11	340	259	599	292	216	508	91	85	517	101	618
Rice.....	6	153	110	263	134	91	225	38	86	201	56	257
Robert G. Shaw.....	6	146	110	256	128	94	222	34	87	227	28	255
Roger Clap.....	13	339	329	668	296	278	574	94	86	614	58	672
Roger Wolcott.....	14	346	315	661	302	275	577	84	87	561	89	650
Sherwin.....	11	268	264	532	236	234	470	62	88	435	107	542
Shurtleff.....	7	185	161	346	163	138	301	45	87	281	70	351
Thomas N. Hart.....	12	368	233	601	336	213	549	52	91	546	56	602
Warren.....	8	192	188	380	169	165	334	46	88	307	52	359
Washington Allston,	18	440	389	829	379	324	703	126	85	742	90	832
Wells.....	36	904	897	1,801	798	778	1,576	225	88	1,632	242	1,874
Winthrop.....	6	147	180	327	115	147	262	65	80	274	43	317
Totals.	678	17,063	15,449	32,512	14,944	13,252	28,196	4,316	87	27,990	4,849	32,839

PRIMARY SCHOOLS.

*Number of Pupils in each Grade, whole Number, and Ages,
January 31, 1903.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Adams	100	117	201	418	60	106	96	82	53	17	2	2	....
Agassiz	104	132	115	351	31	90	97	79	35	10	6	2	1
Bennett	91	155	159	405	58	87	103	87	49	20	1	....	....
Blgelow	156	176	238	570	77	145	141	119	53	22	8	5	....
Bowditch	205	223	280	708	101	156	187	156	69	30	7	1	1
Bowdoin	98	145	244	487	44	146	127	106	47	13	4	....	....
Brimmer	92	93	126	311	38	78	78	70	38	9	....	....	....
Bunker Hill..	103	102	162	367	63	86	84	79	32	19	4	....	....
Chapman.....	146	142	201	489	69	112	139	108	42	13	5	....	1
Chas. Sumner,	129	155	140	424	55	109	109	92	44	11	2	2	....
Chris. Gibson,	257	301	364	922	140	211	251	184	107	19	8	2	....
Comins.....	90	128	120	338	42	88	91	72	24	15	5	1	....
Dearborn	225	285	486	996	115	246	248	192	109	48	24	11	3
Dillaway	178	167	256	601	111	147	148	118	63	12	....	1	1
Dudley	203	258	370	831	127	221	182	173	74	38	9	5	2
Dwight.....	136	134	274	544	79	149	124	109	53	23	4	2	1
Edw. Everett.	129	143	199	471	68	142	115	76	48	15	3	2	2
Elliot	176	236	319	731	138	164	152	122	97	51	7	....	....
Emerson	225	239	381	845	147	220	191	158	88	32	8	1	....
Everett.....	142	135	206	483	57	110	115	115	51	29	5	1	....
Franklin	143	237	302	682	115	175	141	152	75	14	9	1	....
Frothingham..	143	195	243	581	83	165	151	102	62	15	3	....	....
Gaston	160	159	207	526	85	142	147	102	35	11	2	2	....
Geo. Putnam..	110	147	158	415	60	92	102	97	43	18	1	....	2
Gilbert Stuart.	102	93	129	324	58	82	91	59	25	7	1	1	....
Hancock	284	360	612	1,256	198	312	260	231	153	73	20	9	....
Harvard.....	106	169	155	430	82	85	128	82	40	10	3	....	....
H. L. Pierce...	65	70	105	240	45	66	71	39	13	3	2	1	....
Hugh O'Brien,	146	185	279	610	94	135	158	125	67	18	9	4	....

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Hyde	142	147	203	492	60	103	128	103	63	27	7	1	....
J. A. Andrew,	159	187	221	567	94	142	147	100	60	17	4	3	....
Lawrence	153	166	221	540	113	110	130	93	63	24	5	2	....
Lewis	156	191	201	548	60	160	161	117	40	10	....	....	....
Lincoln	187	238	278	703	114	196	179	127	59	17	5	4	2
Longfellow ...	81	100	192	373	77	88	94	76	29	8	1	....	....
Lowell	256	265	348	869	122	203	227	179	94	29	11	3	1
Lyman	140	246	317	703	109	198	167	150	61	15	3	....	....
Martin	92	103	164	359	61	89	67	79	33	22	5	2	1
Mary Hemen- way	126	154	210	490	65	108	118	125	58	14	2	....	....
Mather	228	240	367	835	132	238	202	168	66	21	7	1	....
Minot	85	85	123	293	50	75	68	56	30	11	3	....	....
Norcross	148	142	233	523	85	140	132	82	51	20	8	4	1
Phillips	53	111	118	282	27	60	58	77	43	16	1	....	....
P'l'ps Brooks..	219	217	290	726	127	185	173	136	67	24	13	....	1
Prescott	119	121	164	404	74	89	91	88	42	12	4	4	....
Prince	138	120	189	447	43	112	129	97	51	11	2	2	....
Quincy	195	158	265	618	84	131	164	138	75	20	6	....	....
Rice	79	93	85	257	27	55	65	54	33	18	3	2	....
Rob't G. Shaw,	79	84	92	255	36	65	68	58	21	3	3	....	1
Roger Clap....	191	198	283	672	127	174	196	117	41	13	3	1	....
Roger Wolcott,	192	189	269	650	112	149	167	133	68	18	2	1	....
Sherwin.....	145	194	203	542	98	117	113	107	75	27	5	....	....
Shurtleff	108	108	135	351	49	72	79	81	49	17	3	....	1
Thos. N. Hart,	169	203	230	602	80	190	150	126	42	11	3	....	....
Warren	100	103	156	359	54	85	107	61	38	13	....	1	....
Washington Allston.....	199	299	334	832	109	224	205	204	74	13	3	....	....
Wells.....	499	587	788	1,874	241	547	477	367	177	52	12	....	1
Winthrop	49	103	165	317	65	83	76	50	34	7	1	1	....
Totals	8,731	10,233	13,875	32,839	4,935	8,255	8,165	6,635	3,326	1,125	287	88	23

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1903.

DISTRICTS.	Number of Teachers.	Av. whole Number of Pupils.	Number of Pupils to a Teacher.	DISTRICTS.	Number of Teachers.	Av. whole Number of Pupils.	Number of Pupils to a Teacher.
Adams	9	417	46.3	John A. Andrew	12	567	47.2
Agassiz	8	354	44.2	Lawrence	13	546	42.0
Bennett	10	391	39.1	Lewis	12	543	45.2
Bigelow	12	574	47.8	Lincoln	14	711	50.7
Bowditch	13	713	54.8	Longfellow	9	371	41.2
Bowdoin	10	488	48.8	Lowell	17	859	50.5
Brimmer	6	298	49.6	Lyman	13	679	52.2
Bunker Hill	10	359	35.9	Martin	8	369	46.1
Chapman	9	469	52.1	Mary Hemenway	11	506	46.0
Charles Sumner ..	9	427	47.4	Mather	16	806	50.3
Christopher Gibson	18	889	49.3	Minot	5	282	56.4
Comins	8	332	41.4	Norcross	11	534	48.5
Dearborn	21	970	46.1	Phillips	6	285	47.5
Dillaway	12	590	49.1	Phillips Brooks,	15	678	45.2
Dudley	16	809	50.5	Prescott	9	400	44.4
Dwight	11	541	49.1	Prince	9	411	45.6
Edward Everett ..	9	461	51.2	Quincy	11	599	54.4
Ellot	16	737	46.0	Rice	6	263	43.8
Emerson	17	865	50.8	Robert G. Shaw,	6	256	42.6
Everett	10	472	47.2	Roger Clap	13	668	51.3
Franklin	14	703	50.0	Roger Wolcott ..	14	661	47.2
Frothingham	12	572	47.6	Sherwin	11	532	48.3
Gaston	9	527	58.5	Shurtleff	7	346	49.4
George Putnam ..	8	416	50.2	Thomas N. Hart,	12	601	50.0
Gilbert Stuart	7	320	45.7	Warren	8	380	47.5
Hancock	28	1,257	44.9	Wash. Allston ..	18	829	46.0
Harvard	11	433	38.3	Wells	36	1,801	50.0
Henry L. Pierce ..	5	231	46.2	Winthrop	6	327	54.5
Hugh O'Brien	13	600	46.1				
Hyde	9	487	54.1	Totals	678	32,512	47.9

PRIMARY SCHOOLS.

*Number of Pupils promoted to Grammar Schools for the Five Months ending
January 31, 1903.*

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	45	39	84	John A. Andrew....	66	58	124
Agassiz.....	47	44	91	Lawrence.....	96	34	130
Bennett.....	66	47	113	Lewis	79	69	148
Bigelow	62	57	119	Lincoln	119	82	201
Bowditch.....	106	80	186	Longfellow.....	50	32	82
Bowdoin	50	48	98	Lowell	107	122	229
Brimmer	43	31	74	Lyman	93	74	167
Bunker Hill.....	51	49	100	Martin	42	36	78
Chapman	51	54	105	Mary Hemenway...	53	52	105
Charles Sumner....	57	59	116	Mather....	60	59	119
Christopher Gibson,	120	118	238	Minot.....	31	42	73
Comins	41	45	86	Norcross.....	34	86	120
Dearborn.....	140	111	251	Phillips.....	26	28	54
Dillaway.....	90	76	166	Phillips Brooks...	123	102	225
Dudley.....	76	113	189	Prescott.....	51	42	93
Dwight.....	56	72	128	Prince	61	63	124
Edward Everett....	64	66	130	Quincy.....	59	36	95
Eliot.....	66	42	108	Rice.....	45	37	82
Emerson	107	96	203	Robert G. Shaw....	33	44	77
Everett.....	70	69	139	Roger Clap.....	82	78	160
Franklin	51	47	98	Roger Wolcott.....	105	98	203
Frothingham.....	76	86	162	Sherwin.....	53	59	112
Gaston	68	68	136	Shurtleff	34	21	55
George Putnam....	44	53	97	Thomas N. Hart	106	61	167
Gilbert Stuart.....	53	48	101	Warren.....	43	48	91
Hancock	99	131	230	Washington Allston,	67	73	140
Harvard.....	76	65	141	Wells.....	217	221	438
Henry L. Pierce	43	44	87	Winthrop	5	13	18
Hugh O'Brien.....	62	23	85				
Hyde.....	57	59	116	Totals	3,977	3,710	7,687

DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.			Under 4 Years.	4 Years.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
Latin Schools.	All Grades ... {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Totals .....	.....	.....	.....	.....	.....	.....	.....	.....
High Schools.	Advanced Class. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Third-year Class. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Second-year Class. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	First-year Class. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Totals .....	.....	.....	.....	.....	.....	.....	.....	.....
Grammar Schools.	Ninth Grade .. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Eighth Grade. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Seventh Grade {	Boys.	.....	.....	.....	.....	.....	.....	5
		Girls.	.....	.....	.....	.....	.....	.....	3
	Sixth Grade .. {	Boys.	.....	.....	.....	.....	.....	.....	74
		Girls.	.....	.....	.....	.....	.....	2	55
	Fifth Grade... {	Boys.	.....	.....	.....	.....	.....	52	591
		Girls.	.....	.....	.....	.....	1	58	570
	Fourth Grade. {	Boys.	.....	.....	.....	.....	17	647	1,500
		Girls.	.....	.....	.....	.....	28	667	1,470
	Ungraded {	Boys.	.....	.....	.....	.....	9	73	208
		Girls.	.....	.....	.....	.....	8	36	114
	Totals .....	.....	.....	.....	.....	.....	63	1,535	4,590
Primary Schools.	Third Grade .. {	Boys.	.....	.....	.....	12	816	1,790	1,247
		Girls.	.....	.....	.....	22	806	1,759	1,115
	Second Grade. {	Boys.	.....	.....	12	1,228	2,206	1,304	451
		Girls.	.....	.....	11	1,100	2,115	1,147	364
	First Grade... {	Boys.	.....	16	2,598	3,125	1,195	341	77
		Girls.	.....	10	2,293	2,768	1,027	294	72
	Totals .....	.....	.....	26	4,909	8,255	8,165	6,635	3,326
Kinder- gartens.	All Classes.... {	Boys.	209	1,323	873	68	3	.....	.....
		Girls.	207	1,177	814	84	2	.....	.....
	Totals .....	.....	416	2,500	1,687	152	5	.....	.....
Totals by Ages ...			416	2,526	6,596	8,407	8,233	8,170	7,916

TO AGE AND TO GRADES, JANUARY 31, 1903.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
.....	7	34	58	92	117	93	72	50	24	547
.....	5	18	34	59	74	59	47	31	17	344
.....	12	52	92	151	191	152	119	81	41	891
.....	.....	.....	.....	.....	2	9	25	41	40	117
.....	.....	.....	.....	.....	1	33	68	85	68	255
.....	.....	.....	.....	9	26	104	159	106	47	451
.....	.....	.....	.....	2	39	180	218	99	33	571
.....	.....	.....	3	37	131	213	148	69	26	627
.....	.....	.....	5	59	211	283	191	82	26	857
.....	.....	8	79	239	358	272	128	35	11	1,130
.....	.....	4	52	259	425	414	201	62	21	1,438
.....	.....	12	139	605	1,193	1,508	1,138	579	272	5,416
.....	8	99	401	693	526	193	32	7	.....	1,959
.....	5	90	441	740	586	246	48	13	.....	2,163
10	105	433	804	750	321	71	9	2	.....	2,505
3	94	478	812	725	317	82	13	1	.....	2,525
84	526	897	954	491	152	45	4	2	.....	3,160
107	574	1,062	899	504	152	32	5	.....	.....	3,338
563	1,105	1,030	661	265	74	7	3	.....	.....	3,782
569	1,129	1,062	662	231	50	9	2	2	.....	3,773
1,281	1,090	725	382	117	16	2	.....	.....	.....	4,256
1,327	1,033	577	257	79	17	1	1	.....	.....	3,921
1,269	687	326	136	65	9	.....	1	.....	.....	4,657
1,147	533	223	88	22	4	1	1	.....	.....	4,184
332	281	254	178	78	19	1	.....	.....	.....	1,433
218	200	193	139	52	15	2	2	.....	.....	979
6,910	7,370	7,449	6,814	4,812	2,252	692	121	27	.....	12,635
479	106	27	5	.....	.....	.....	.....	.....	.....	4,482
373	124	41	9	.....	.....	.....	.....	.....	.....	4,249
112	17	5	5	.....	.....	.....	.....	.....	.....	5,340
118	27	10	1	.....	.....	.....	.....	.....	.....	4,893
25	10	1	1	.....	.....	.....	.....	.....	.....	7,384
18	3	4	2	.....	.....	.....	.....	.....	.....	6,491
1,125	287	88	23	.....	.....	.....	.....	.....	.....	32,830
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,476
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,284
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,760
8,035	7,669	7,601	7,068	5,568	3,636	2,352	1,378	687	313	86,571

KINDERGARTENS.

Semi-annual Returns to January 31, 1903.

DISTRICTS.	Teachers.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 Years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams....	4	60	49	109	40	33	73	36	67	51	53	104
Agassiz	3	47	45	92	32	31	63	29	68	74	23	97
Bennett	2	26	27	53	19	19	38	15	72	16	33	49
Bowditch	4	55	58	113	43	42	85	28	75	66	50	116
Bowdoin	4	60	62	122	38	39	77	44	63	92	22	114
Brimmer	2	26	21	47	19	14	33	14	70	34	12	46
Bunker Hill...	1	14	12	26	10	8	18	8	69	21	6	27
Chapman	4	61	44	105	41	27	68	37	65	84	36	120
Chas. Sumner,	4	55	50	105	41	36	77	28	74	36	77	113
Christ'r Gibson	6	93	77	170	68	54	122	48	72	89	53	142
Comins.....	4	74	72	146	53	48	101	46	69	61	70	131
Dearborn	2	30	34	64	21	22	43	21	67	36	25	61
Dillaway	4	65	52	117	50	40	90	27	77	64	47	111
Dudley.....	4	59	45	104	43	33	76	28	73	79	19	98
Dwight.....	4	57	50	107	41	35	76	31	71	70	46	116
Edw. Everett..	2	25	35	60	18	24	42	18	70	28	38	66
Ellot	2	27	32	59	23	25	48	11	81	47	10	57
Emerson	2	48	33	81	36	23	59	22	70	41	46	87
Everett.....	2	24	26	50	16	18	34	16	68	18	31	49
Franklin	2	32	20	52	22	14	36	16	69	34	17	51
Frothingham..	2	30	32	62	25	25	50	12	81	50	9	59
Gaston	2	38	19	57	32	15	47	10	82	46	11	57
Geo. Putnam..	2	30	26	56	24	17	41	15	73	25	31	56
Gilbert Stuart,	3	58	32	90	45	25	70	20	78	64	27	91
Hancock	9	134	162	296	108	124	232	64	79	197	97	294
Harvard	2	22	28	50	15	20	35	15	70	32	12	44
H. L. Pierce ..	2	25	24	49	18	16	34	15	69	26	19	45
Hugh O'Brien,	2	32	24	56	26	19	45	11	80	31	9	40
Hyde.....	2	28	33	61	22	25	47	14	78	51	12	63
J. A. Andrew,	2	31	29	60	24	22	46	14	77	27	34	61

KINDERGARTENS. — *Concluded.*

DISTRICTS.	Teachers.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Lawrence.....	4	62	41	103	44	29	73	30	71	80	22	102
Lewis.....	2	34	44	78	24	31	55	23	71	39	42	81
Lincoln.....	2	33	21	54	24	14	38	16	70	36	17	53
Longfellow...	1	24	30	54	20	24	44	10	81	42	10	52
Lowell.....	6	74	75	149	54	53	107	42	73	83	72	155
Lyman.....	6	106	96	202	76	64	140	62	69	146	52	198
Martin.....	2	23	32	55	17	23	40	15	73	38	17	55
Mary Hemenway....	2	35	34	69	24	25	49	20	71	18	47	65
Mather.....	1	39	19	58	30	13	43	15	74	39	19	58
Minot.....	2	23	25	48	15	16	31	17	64	17	28	45
Norcross.....	2	27	25	52	20	17	37	15	71	25	20	45
Phillips.....	2	25	27	52	20	21	41	11	79	20	35	55
PhillipsBrooks	4	63	53	116	48	37	85	31	73	92	18	110
Prescott.....	2	26	22	48	21	16	37	11	77	19	27	46
Prince.....	2	19	40	59	15	29	44	15	75	39	30	69
Quincy.....	4	60	49	109	44	33	77	32	71	72	30	102
Rice.....	2	23	29	52	16	20	36	16	69	31	17	48
Robert G. Shaw	3	29	32	61	22	23	45	16	72	35	33	68
Roger Wolcott,	4	51	53	104	37	36	73	31	70	51	48	99
Sherwin.....	4	63	52	115	48	40	88	27	76	50	54	104
Shurtleff.....	1	31	30	61	24	24	48	13	79	49	14	63
Thos. N. Hart,	4	70	42	112	57	36	93	19	83	91	19	110
Warren.....	3	48	49	97	37	37	74	23	76	43	53	96
Washington Allston.....	6	77	82	159	59	58	117	42	74	73	83	156
Wells.....	6	83	93	176	62	64	126	50	71	98	62	160
.....
Totals.....	167	2,514	2,348	4,862	1,871	1,676	3,547	1,315	73	2,916	1,844	4,760

KINDERGARTENS.

Number of Pupils Promoted to Primary Schools for the Five Months ending January 31, 1903.

DISTRICTS.	Boys.	Girls.	Total	DISTRICTS.	Boys.	Girls.	Total.
Adams	43	50	93	John A. Andrew.	21	24	45
Agassiz	18	11	29	Lawrence	36	28	64
Bennett	15	11	26	Lewis	33	16	49
Bowditch	47	44	91	Lincoln	23	18	41
Bowdoin	34	26	60	Longfellow	25	18	43
Brimmer	2	3	5	Lowell	35	49	84
Bunker Hill	18	7	25	Lyman	62	48	110
Chapman	41	40	81	Martin	21	18	39
Charles Sumner..	30	36	66	Mary Hemenway	15	22	37
Ch'st'r Gibson ...	71	54	125	Mather	21	10	31
Comins	30	26	56	Minot	15	24	39
Dearborn	24	19	43	Norcross	15	20	35
Dillaway	33	42	75	Phillips	20	19	39
Dudley	41	41	82	Phillips Brooks..	41	46	87
Dwight	41	41	82	Prescott	22	22	44
Edward Everett,	20	20	40	Prince	22	26	48
Eliot	22	22	44	Quincy	33	21	54
Emerson	26	11	37	Rice	22	16	38
Everett	18	13	31	Robert G. Shaw..	19	15	34
Franklin	15	16	31	Roger Wolcott...	39	40	79
Frothingham....	29	26	55	Sherwin	29	33	62
Gaston	18	27	45	Shurtleff	11	20	31
George Putnam..	13	22	35	Thomas N. Hart..	41	29	70
Gilbert Stuart...	27	39	66	Warren	21	8	29
Hancock	77	73	150	Wash'n Allston..	38	41	79
Harvard	20	24	44	Wells	70	52	122
Henry L. Pierce,	21	21	42	.....	.....	.....	.....
Hugh O'Brien ...	25	22	47				
Hyde	25	25	50	Totals	1,594	1,495	3,089

SUPPLEMENT.

 REPORT OF MR. JOHN TETLOW, HEAD-MASTER OF
THE GIRLS' LATIN SCHOOL.

To the Superintendent of Public Schools :

SIR, — In response to your recent request for a statement setting forth facts of present interest relating to the Girls' Latin School, I beg leave to submit the following report :

GROWTH OF THE GIRLS' LATIN SCHOOL.

The Girls' Latin School, which has recently celebrated the twenty-fifth anniversary of its establishment, was founded on the 4th of February, 1878. As it was established for the express purpose of fitting girls for college, and has been held strictly to the purpose for which it was established, its standards for promotion and graduation have been largely determined by the admission requirements of the best New England colleges. Although, therefore, its growth has more than justified the expectations of its founders, it has not become a large school. The following table shows the rate of its growth from the date of its establishment to the close of the last school year :

Year.	Average Whole Number.	Year.	Average Whole Number.
1878.....	28	1891.....	204
1879.....	75	1892.....	219
1880.....	104	1893.....	225
1881.....	140	1894.....	220
1882.....	141	1895.....	255
1883.....	141	1896.....	297
1884.....	145	1897.....	326
1885.....	147	1898.....	344
1886.....	146	1899.....	358
1887.....	155	1900.....	376
1888.....	158	1901.....	357
1889.....	196	1902.....	372
1890.....	191		

TRANSFER OF CLASSES TO COPLEY SQUARE.

For twenty years from the organization of the school, in 1878, all the classes were housed in the building in West Newton street appropriated to the Girls' High School. This arrangement, which had been viewed from the first as a temporary makeshift, became at last physically impossible, owing to the growth of both schools, and in 1898 the Chauncy Hall building in Copley square was leased by the city for the use of the Girls' Latin School. Since that date the school has been divided, three-fifths of the scholars being assigned to the Copley square building and two-fifths to the West Newton-street building; and certain teachers have been obliged to divide their time between the two buildings. This division of the school into two parts, though made imperative by the congested condition of the West Newton-street building, which preceded it, is of course detrimental to the best interests of the school, and should be discontinued at the earliest possible moment; for a school, to accomplish its best work, should have the unity of spirit and purpose that comes from a common participation on the part of all its pupils in its general exercises. Moreover, the north side of the Copley square building is very dark, and the south side is very noisy, so that much energy is wasted in the mere effort to see and hear.

IMPERATIVE NEED OF A NEW BUILDING.

In January, 1897, a petition, signed by Henry L. Higginson and 3,050 other citizens of Boston, was presented to the School Board, asking that a new building be provided for the Girls' Latin School. The presentation of this petition was followed by a well attended and enthusiastic hearing before the Committee on High Schools, at which prominent citizens of Boston and several heads of New England colleges spoke in terms of high commendation of the work of the school, and earnestly advocated the erection of a new building for its use. But the need of new high school buildings in the suburban districts was also urgent at this time, and the claims of these districts to prior recognition were strongly pressed. In September of the same year the Committee on Schoolhouses reported that they were "fully aware of the crowded condition of the Girls' Latin School and the

necessity of providing a new building," but had "no funds available at the present time for the erection of a new school-house." Accordingly, since 1898, the City of Boston has been paying from \$7,000 to \$8,000 a year in rent and taxes for the Copley Square building and, beginning with next July, when the term of the present lease will expire, will have to pay more than \$9,000 a year for the same inadequate and unsatisfactory accommodations. Now that the needs of the suburban districts have been met, and the pressing needs of the Girls' Latin School are frankly acknowledged, it is to be hoped that money will speedily become available for the purchase of a site and the erection of a new building for that school.

GERMAN OPTIONAL WITH GREEK.

In 1894, in response to a petition signed by about 500 persons — the signers including parents of pupils then in the school, graduates of the school, and citizens of Boston interested in education — the School Board made German optional with Greek during the last three years of the school course; and a special teacher of German was added to the existing corps of regular teachers in order that the increased number of classes to be taught might be duly provided for, and that the instruction in the newly introduced modern language might be as systematic and thorough as the instruction in the ancient language, for which it was to be recognized as an equivalent. Since the introduction of this option in the course of study, the number of pupils choosing German has been to the number choosing Greek approximately as one to two; so that, as all the pupils of the school study Latin and two-thirds of the pupils in the three upper classes study Greek, the school has continued to be a distinctly classical school.

RELATION OF THE SCHOOL TO THE CERTIFICATE SYSTEM OF ADMISSION TO COLLEGE.

The school now sends about thirty-five girls to college every year. Approximately half of this number go to Radcliffe College, and, in order to be admitted, must pass satisfactorily the Harvard College entrance examination. It also happens every year that some of the girls who intend to go to other colleges pay the

required examination fee and take the admission examination at Radcliffe College in order to have the satisfaction of knowing that they could take their college course there if they desired to do so. As, therefore, the standard of graduation from the school is largely determined by the requirements for admission to Harvard College, those who enter other colleges by certificate, having received the same training and been subjected to the same tests of proficiency as their classmates, are as well prepared for collegiate work as those who go to Radcliffe College. Moreover, it is not true, as is sometimes supposed, that those who go to Radcliffe College, where admission is gained by examination only, are the best scholars. Sometimes they are; but as often they are not. The fact, however, that all who receive the diploma of the school must reach the standard of attainment and of acquired power that is demanded for admission to Harvard College gives to the certificate of the school a recognized value.

On the other hand, it is not the policy of the school, as is sometimes assumed, to *over-prepare* its pupils for collegiate work, so that they will have but little to do during the Freshman year at college. When the time for admission to college arrives and the principal of the school has to decide whether the candidate is worthy to be recommended for examination in a given subject at Radcliffe College, or worthy to be certificated in that subject for admission to another college, the only question considered is, "Is the candidate qualified to sustain herself at college in the given subject or in the subjects for which it is the appropriate foundation?" If she is so qualified, she will be recommended or certificated; if she is not so qualified, she will not be recommended or certificated. In the case of pupils of marked ability, the recommended or certificated candidate will be found to be well equipped for collegiate work; but, in the case of pupils deficient in ability, the recommended or certificated candidate will be found to be only barely equipped for collegiate work. But it would be a gross injustice to the individual for the school to refuse its endorsement to a pupil capable, though only by strenuous effort, of sustaining herself in college, from an unworthy fear that the reputation of the school might suffer. Such an injustice the school intends not to commit, and trustworthy evidence could be given, if it were necessary, of the fact that, in actual practice, the school does not commit such injustice.

PRECAUTION AGAINST OVERWORK.

There have been times in the history of the school when parents and others interested in its welfare have felt that it demanded unduly strenuous work on the part of its pupils; and doubtless the school has suffered somewhat in reputation from this cause in comparison with the high schools of the city. But the probable explanation of the popular impression that the Latin School course of study is relatively severe is that all the girls attending the Latin School are intended for college, whereas only an insignificant part of the pupils attending the high schools have college in view. In the high schools preparation for college is only an incidental feature of the work of those schools; whereas, in the Latin School, it is the main business of the school. The college pupils of the high school have to work as strenuously as the pupils of the Latin School; but, as their number is relatively insignificant, their strenuous work does not attract public attention.

Still, overwork, wherever it exists, is an evil, and must be guarded against. Accordingly, two years ago, by way of experiment, the recitation periods in the Girls' Latin School were cut down from 50 minutes each to 45, and two of the three five-minute recesses were abolished, so that an extra study period of 35 minutes was gained within the limits of the school session. Since this increase of study time was provided there have been no complaints of overwork. Moreover, there has been no appreciable loss in the amount of work accomplished. There have also been noted other evidences of relief from strain. Thus there is an increasing tendency on the part of the pupils towards voluntary association in school organizations for the study or investigation of subjects that bear a collateral relation to the course of study. For example, there have sprung up at least two literary clubs, a German club, and a science club. Moreover, the encouraging feature of these voluntary associations is that the teachers are consulted at every point, that they are invited to be present at the meetings, and that they are welcomed to membership. Indeed the spirit of sympathetic coöperation between teachers and pupils was never stronger in the school than it is to-day.

Respectfully submitted,

JOHN TETLOW,

Head Master, Girls' Latin School.

REPORT OF MISS LAURA FISHER, DIRECTOR OF
KINDERGARTENS.

To the Superintendent of Public Schools :

SIR,—The plan of work in the kindergartens is now developed so that we have a well organized and graded course extending over two years. The course for the older children is the same, in all essentials, that we have followed for several years. The course for the younger children has taken more definite shape and prepares for the work done the second year, so that at present a child coming into the kindergarten at three and one-half years advances gradually, and at the end of the second year is well prepared for the primary school.

In the first year of the kindergarten the methods used must of necessity have more of the atmosphere of play, the exercises must be shorter, the amount of freedom greater than in the second year; whereas during the second year the atmosphere of work must begin to be felt somewhat, the exercises must be less exclusively constructive, the tax on attention and observation must be greater, and the discipline somewhat more marked.

The younger class uses more “preliminary work” — such as prepares for the regular occupations of the kindergarten, while the older class works with the traditional kindergarten materials.

In the gift work the emphasis with the younger children is on construction and representation, with the older children a considerable amount of illustration and observation of the general qualities of objects (*e. g.*, form, size, direction, color, number) is added to the more advanced constructive work with the same.

MATERIALS.

1. Within the past two years we have introduced the use of sand and sand-tables. The very plastic nature of this material renders it of great value with the younger children, while for pur-

poses of impression work it is of equal value for the older children. By using squares, circles, shells, leaves, etc., upon smooth moist sand the children can easily make impressions of form which are developed into symmetrical figures and artistic designs long before they can draw or paint them; this is one of the simplest means of beginning their artistic training, and has proven helpful and developing in this direction.

2. The use of collateral materials in connection with the kindergarten gifts, and of collateral pictures in connection with the Mother-play, has become an important feature of our work and unquestionably improved the character of the same. It has helped to emphasize the *typical* character of both these phases of Froebel's system, and to relate the object and plays he has originated to similar objects and ideas in the world and the immediate environment of the child.

3. Great developments in the line of home work have been made, and children and parents have been encouraged to utilize for constructive and artistic purposes whatever available material may be found in the home. The exhibit of work made last April, at the time of the meeting of the International Kindergarten Union, showing (together with the regular occupations of the kindergarten) the collateral materials and home work was both interesting and significant. It revealed the fact that the children apply to other materials and objects the ideas and constructive processes acquired in the kindergarten, and the further fact that they carry into their occupation in the home the thoughts, activities and skill exercised in the kindergarten. Not only do the children continue in the home the work learned in the kindergarten, but their knowledge is communicated to parents and older brothers and sisters who send back to the kindergarten objects made and pictures gathered illustrating the ideas, and fulfilling the efforts of the younger child, which ideas and efforts are those suggested and stimulated in the kindergarten.

4. In several kindergartens we have experimented with enlarged materials. The experiment has been an interesting one, and the opinion seems to be that these enlarged gifts are helpful in constructive work. It is too early to assert positively that these are in every way to be preferred to the gifts in ordinary use.

MOTHERS' MEETINGS.

Mothers' meetings are a regular part of the work of the kindergarten. These meetings, which should be held once a month in every kindergarten, are of the kind which have made of every kindergarten an educational centre. In many districts the meetings are very largely attended, and everywhere their influence is distinct and important. In some districts these "mothers' meetings" have resulted in "mothers' clubs," conducted by the members. Occasionally "parents' meetings" are held, which fathers and mothers alike attend.

As a result of these meetings, the mothers have taken a greater interest in the kindergarten, as well as a wiser, more intelligent interest in the children, and both kindergarten and home have gained in consequence. The meetings are frequently addressed by physicians on the physical care of children, and by persons interested in subjects that are of general interest and value. Some kindergartens have received from the mothers' class pictures and other important objects for the decoration and improvement of the room, and not infrequently have these classes contributed to the pleasure of the children, by providing excursions into the country.

TEACHERS' MEETINGS.

The union of interests between the workers in Boston and all the towns near by is to my mind one of the best features of our work. The meetings held twice each week brings these workers together, and a friendly exchange of ideas and comparison of experiences is constantly taking place. Nor is this all. The earnest study of great books on education, psychology and classic literature develops in them high ideals which they hold in common and which bind them together more closely than any more external similarity in formal practice can.

Respectfully submitted,

LAURA FISHER,

Director of Kindergartens.

STATEMENT OF MISS SARAH FULLER, PRINCIPAL
OF THE HORACE MANN SCHOOL FOR THE DEAF,
RELATIVE TO HELEN KELLER.

To the Superintendent of Public Schools :

SIR, — The first intimation to me of Helen Keller's desire to speak was on the 26th of March, 1890, when her teacher, Miss Sullivan, called upon me with her and asked me to help her to teach Helen to speak ; for, said she, "Helen has spelled upon her fingers, 'I must speak.'" She was then within three months of being ten years old. Some two years before, accompanied by her mother, Mr. Anagnos and Miss Sullivan, she had visited the Horace Mann School for the Deaf, when her ready use of English, and her interest in the children, had suggested to me that she could be taught to speak. But it was not then thought wise to allow her to use her vocal organs. Now, however, that the attempt was to be made, I gladly undertook the work. I began by familiarizing her with the position and condition of the various mouth parts, and with the trachea. This I did by passing her hand lightly over the lower part of my face and by putting her fingers into my mouth. I then placed my tongue in the position for the sound of *ī* in it, and let her find the point, as it lay perfectly still and soft in the bed of the jaw, just behind the lower front teeth, and discover that the teeth were slightly parted. After she had done this I placed one of her forefingers upon my teeth and the other upon my throat, or trachea, at the lowest point where it may be felt, and repeated the sound *ī* several times. During this time, Helen, standing in front of me in the attitude of one listening intently, gave the closest attention to every detail ; and when I ceased making the sound her fingers flew to her own mouth and throat, and after arranging her tongue and teeth she uttered the sound *ī* so nearly like that I had made, it seemed like an echo of it. When told she had given the sound correctly she repeated it again and again. I next showed her, by means of her sensitive fingers, the depression through the centre of the tongue when in

position for the sound of *ä*, and the opening between the teeth during the utterance of that sound. Again she waited with her fingers upon my teeth and throat until I sounded *ä* several times, and then she gave the vowel fairly well. A little practice enabled her to give it perfectly. We then repeated the sound of *ĩ* and contrasted it with *ä*. Having these two differing positions well fixed in her mind I illustrated the position of the tongue and lips while sounding the vowel *ô*. She experimented with her own mouth, and soon produced a clear, well-defined *ô*. After acquiring this she began to ask what the sounds represented, and if they were words. I then told her that *ĩ* is one of the sounds of the letter *i*, that *ä* is one of the sounds of the letter *a*, and that some letters have many different sounds, but that it would not be difficult for her to think of these sounds after she had learned to speak words. I next took the position for *ä*, Helen following as before with her fingers, and, while sounding the vowel, slowly closed my lips, producing the word *arm*. Without hesitation she arranged her tongue, repeated the sounds, and was delighted to know that she had pronounced a word. Her teacher suggested to her that she should let me hear her say the words *mamma* and *papa*, which she had tried to speak before coming to me. She quickly and forcibly said, “*mum mum*” and “*pup pup*”! I commended her efforts, and said that it would be better to speak very softly, and to sound one part of the word longer than she did the other. I then illustrated what I wanted her to understand, by pronouncing the word *mamma* very delicately, and at the same time drawing my finger along the back of her hand to show the relative length of the two syllables. After a few repetitions the words *mamma* and *papa* came with almost musical sweetness from her lips.

This was her first lesson. She had but ten lessons in all, although she was with me at other times talking freely, but not under instruction. The plan was to develop, at each lesson, new elements, review those previously learned, listen to all of the combinations she could make with the consonants as initial and final elements, and construct sentences with the words resulting from the combinations. In the intervals between the lessons she practised these with Miss Sullivan. She was an ideal pupil, for she followed every direction with the utmost care, and seemed

never to forget anything told her. On the day she had her seventh lesson (April 19th) she and Miss Sullivan were invited with me to lunch at the house of a friend. While on the way there Miss Sullivan remarked that she wished Helen would use the sentences she had learned, and added that she seemed unwilling to do so. It at once occurred to me that the cause of her reluctance was her conscientious care to pronounce every word perfectly; and so, in the moments I had with her during the visit, I encouraged her to talk freely with me while I refrained from making corrections. This had the desired effect. In going about the house of our friend she asked a great many questions, using speech constantly. In the presence of all she told of her studies, her home, and her family. She also told of a visit to Dr. Oliver Wendell Holmes a short time before when she "talked" to him. Noticing her words as she spoke, there were but four which I did not readily understand. These I asked her to spell on her fingers. Her enjoyment of this, her first experience in the real use of speech, was touchingly expressed in her remark to Miss Sullivan on her way home, "I am not dumb now." In a conversation, some two weeks later, with Dr. Bell, Miss Sullivan, and myself, a still greater freedom in the use of speech was noticeable. Miss Sullivan fully appreciated the victory gained; for she wrote to Mr. Anagnos, two months after Helen had taken her first lesson, "Think of it! Helen achieved in less than two months what it takes the pupils of schools for the deaf several years to accomplish, and then they do not speak as plainly as she does." Helen's own joy in this conscious possession of a new power was shown in the following letter she wrote me a week or so after she had taken her first lesson. It also reveals the origin of her desire for speech.

SOUTH BOSTON, MASS., April 3, 1890.

My Dear Miss Fuller:

My heart is full of joy this beautiful morning because I have learned to speak many new words, and I can make a few sentences. Last evening I went out in the yard and spoke to the moon. I said, "O moon, come to me!" Do you think the lovely moon was glad that I could speak to her? How glad my mother will be. I can hardly wait for June to come, I am so eager to speak to her and to my precious little sister. Mildred could not understand me when I spelled with my fingers, but

now she will sit in my lap, and I will tell her many things to please her, and we shall be so happy together. Are you very, very happy because you can make so many people happy? I think you are very kind and patient, and I love you very dearly. My teacher told me Tuesday that you wanted to know how I came to wish to talk with my mouth. I will tell you all about it, for I remember my thoughts perfectly. When I was a very little child I used to sit in my mother's lap nearly all the time, because I was very timid, and did not like to be left by myself. And I would keep my little hand on her face all the while, because it amused me to feel her face and lips move when she talked with people. I did not know then what she was doing, for I was quite ignorant of all things. Then, when I was older, I learned to play with my nurse and the little negro children, and I noticed that they kept moving their lips like my mother, so I moved mine, too, but sometimes it made me angry, and I would hold my playmates' mouths very hard. I did not know then that it was very naughty to do so. After a long time my dear teacher came to me, and taught me to communicate with my fingers, and I was satisfied and happy. But when I came to school in Boston I met some deaf people who talked with their mouths like all other people, and one day a lady who had been to Norway came to see me, and told me of a blind and deaf girl she had seen in that far-away land who had been taught to speak and understand others when they spoke to her. This good and happy news delighted me exceedingly, for then I was sure that I should learn also. I tried to make sounds like my little playmates, but teacher told me that the voice was very delicate and sensitive and that it would injure it to make incorrect sounds, and promised to take me to see a kind and wise lady who would teach me rightly. That lady was yourself. Now I am as happy as the little birds, because I can speak, and perhaps I shall sing too. All of my friends will be so surprised and glad.

Your loving little pupil,

HELEN A. KELLER.

From her home in Alabama, where she went in June, Helen expressed this same joy in the use of speech when she wrote to Mr. Anagnos (July 4, 1890): "I am so happy now. I never was so happy in my life before. When you come home you will take me in your lap and I will speak to you." She said her talking was a beautiful surprise to her father and mother, for she had not written them that she had been learning to speak. "Are you not very glad," she adds, "that I can talk, and that everybody understands me?"

In October she wrote me another letter which, as given here, will reveal her loving personality and progress more than any words I could give.

TUSCUMBIA, ALABAMA, October 20, 1890.

My Dear Miss Fuller :

Oh, no ! I have not forgotten you, dear friend ! I have thought of you every day, and I love you more than ever. I will tell you why I have not written before. After I came home I was sick for a while, and the doctor said I must be very quiet and not get tired or I would be very ill. We all went away to a beautiful mountain, where it was cool and pleasant, and I did nothing but play and ride my dear donkey. You must know I had a lovely time climbing the steep paths, and gathering the pretty wild flowers. Lioness, my great, faithful mastiff, always went with us. When we were tired and sat down on a fallen tree to rest she would roll in the leaves or lie quietly at our feet. Sometimes the rain came down in torrents, then we stayed in the house and amused ourselves. Mildred and our little cousin Louise Adams, were very happy together. I used to swing them in the hammock and have fun with them. They could understand all that I said to them, and sometimes I could tell what they said by feeling of their lips. Are you not delighted because I can speak so well ! My dog comes bounding to me when I call her, and all of my friends know what I say if I speak distinctly. I have learned a great deal about my loving heavenly Father, and the dear Christ. I am very, very happy. God wants us to be happy. I think he wanted you to teach me to speak because he knew how much I wished to speak like other people. He did not want his child to be dumb, and when I go to him He will let his angels teach me to sing. I wonder if your beautiful new school is finished. You must give my dear love to all the children and the teachers. I hope they have not forgotten Helen. When I see you I shall have very much to tell you. I am studying every day and learning all I can about plants, and numbers, and the beautiful world our Father has given us. I am so glad that we shall live always, because there are so many wonderful things to learn about. Teacher sends love and little sister sends a kiss.

Lovingly, your little friend,

HELEN A. KELLER.

From time to time I noted the improvement of this remarkable girl in the use of speech, and I am free to confess that one of the great joys of my life was when, six years after the first lessons, it was my privilege not only to suggest her as a speaker for the Fifth Summer meeting of the American Association to Promote the Teaching of Speech to the Deaf at the Pennsylvania Institution at Mt. Airy, but to see and hear the successful effort. The speech, written out by herself on the typewriter, was committed to memory and now repeated without a mistake. I cannot refrain from giving it here that others may see its spirit and form of expression. Like the letters, it tells its own story better than anything I could say.

ADDRESS OF HELEN KELLER.

If you knew all the joy I feel in being able to speak to you to-day I think you would have some idea of the value of speech to the deaf, and you would understand why I want every little deaf child in all this great world to have an opportunity to learn to speak. I know that much has been said and written on this subject, and that there is a wide difference of opinion among teachers of the deaf in regard to oral instruction. It seems very strange to me that there should be this difference of opinion; I cannot understand how any one interested in our education can fail to appreciate the satisfaction we feel in being able to express our thoughts in living words. Why, I use speech constantly, and I cannot begin to tell you how much pleasure it gives me to do so. Of course, I know that it is not always easy for strangers to understand me; but it will be by and by; and in the meantime I have the unspeakable happiness of knowing that my family and friends rejoice in my ability to speak. My little sister and baby brother love to have me tell them stories in the long summer evenings when I am at home, and my mother and teacher often ask me to read to them from my favorite books. I also discuss the political situation with my dear father, and we decide the most perplexing questions quite as satisfactorily to ourselves as if I could see and hear. So you see what a blessing speech is to me. It brings me into closer and tenderer relationship with those I love, and makes it possible for me to enjoy the sweet companionship of a great many persons from whom I should be entirely cut off if I could not talk.

I can remember the time before I learned to speak, and how I used to struggle to express my thoughts by means of the manual alphabet — how my thoughts used to beat against my finger tips like little birds striving to gain their freedom, until one day Miss Fuller opened wide the prison door and let them escape. I wonder if she remembers how eagerly and gladly they spread their wings and flew away. Of course it was not easy at first to fly. The speech-wings were weak and broken, and had lost all the grace and beauty that had once been theirs; indeed, nothing was left save the impulse to fly, but that was something. One can never consent to creep when one feels an impulse to soar. But, nevertheless, it seemed to me sometimes that I could never use my speech-wings as God intended I should use them; there were so many difficulties in the way, so many discouragements; but I kept on trying, knowing that patience and perseverance would win in the end. And while I worked I built the most beautiful air-castles, and dreamed dreams, the pleasantest of which was of the time when I should talk like other people; and the thought of the pleasure it would give my mother to hear my voice once more sweetened every effort, and made every failure an incentive to try harder next time. So I want to say to those who are trying to learn to speak, and to those who are teaching them, "Be of good cheer. Do not think of to-day's failures, but of the success that may come to-morrow. You have set yourself a difficult task, but you will succeed if you

persevere ; and you will find a joy in overcoming obstacles—a delight in climbing rugged paths which you would perhaps never know if you did not sometimes slip backwards ; if the road was always smooth and pleasant. Remember, no effort that we make to attain something beautiful is ever lost. Sometime, somewhere, somehow, we shall find that which we seek. We shall speak, yes, and sing too, as God intended we should speak and sing.”

As introduced by Mr. Bell, Helen had already given a peculiar charm to the opening of the convention by having recited the Twenty-third Psalm.

Not only in the public convention, but in the private club and school, has this use of speech been a joy to her and a wonder to others. Only the year after she began to talk she surprised her teachers, with whom she was a guest at Abbot Academy, by stepping forward after one of them had spoken and saying, “I would like to say something to my friends.” After thanking them all for their kindness, with her sightless eyes turned toward heaven, she referred to the world being full of goodness, beauty, and love written on the walls of nature all around them.

The Young Ladies’ Club of Baddeck, Nova Scotia, will never forget the suggestive remarks she made at the summer home of Dr. Bell in 1901. After expressing her joy in meeting the young ladies of Baddeck, she said, “Here in this beautiful home love is supreme ; we see it in every flower ; we hear it in the music that sings itself inside and outside our hearts. It makes everything beautiful. Here our griefs, our deprivations, our failures, are made to blossom like Aaron’s rod with flowers.” People often asked, she said, if she were happy, since it seemed strange that one who couldn’t see or hear should be able to enter into the joys of life. “That is because they do not understand the power of love,” she declared. “By its magic one perceives that everything has its wonders—even darkness and silence.” Then follows thought, which, coming as it does from darkness and silence, startles with its power and exalts with its beauty. “The eye cannot follow the flight of song, the ear cannot hear the music in the heart that receives it, but the spirit knows no limitations. It may follow the song to the utmost boundary of the heavens, and in the inner silence of thought listen to the ‘music of the spheres.’ ”

Such thought, well spoken, from one blind and deaf from the age of nineteen months is one of the marvels of this progressive age.

Respectfully submitted,

SARA FULLER,

Principal of Horace Mann School for the Deaf.

HELEN KELLER AS A SPEAKER.

As an interesting addition to the evidence of success cited by Miss Fuller, the following account of Helen Keller's appearance before a committee of the Legislature, at the State House, in Boston, is taken from the "Boston Globe" of March 6, 1903:

There was a very large attendance at the hearing at the State House this morning on the resolve accompanying the petition of Edward Cummings to provide for the appointment of a commission to investigate the condition of the adult blind in this State.

Principal interest centred in Miss Helen Keller, who was present during the hearing and who addressed the members of the Committee on Education, before whom the hearing was held, in favor of the resolve. There was something entirely unusual and pathetic in the appearance of this advocate of the resolve, which may mean so much to those who, like herself, are deprived of eyesight.

Appeal for Educated Blind.

Miss Keller was accompanied by her teacher, who repeated to the committee the sentences as they fell from the lips of the blind girl. Much, if not quite all, that Miss Keller said was entirely distinguishable without being repeated. She said:

"It has long been my earnest desire that something be done to help the blind to support themselves. It is terrible to be blind and to be uneducated; but it is worse for the blind who have finished their education to be idle. Their very education becomes a burden because they cannot use it. All the knowledge they have gained in their school days can bring no happiness into their lives. Indeed, I have sometimes thought that their condition before they go to school is happier than that state of educated helplessness in which the school leaves them. They think, think, think, in the long days that are nights.

"They have been taught to aspire; they have read books; perhaps they have tasted the 'higher education,' and now they are sent back from school, often to poor homes, with nothing to do, except to contrast with bitter longing the school days, full of books and music, with the helpless, inactive present. The education was a delight and a privilege but for what have they been educated?

Industrial Training Needed.

"I remember the distress of many blind people I have known, who, after finishing their education, could find no means of supporting themselves, because no one helped them to find positions in which they could turn what they have been taught to practical use. The greater their ambition to do useful work the more cruel their disappointment. I often receive letters from them, and the cry of their despair is in my heart as I speak.

"If this Commonwealth will establish a commission to place the blind in positions of self-support, it will be doing three things — helping the blind, relieving itself of the burden of caring for them, and setting an example to other States. Already Massachusetts has delayed too long in a work in which she should lead. It is not higher education that the blind need. It is not Greek and Latin, but an industrial training and some one with influence and authority to help them to a place in the industrial world."

There was hearty applause when Miss Keller concluded.

REPORT OF MR. JAMES FREDERICK HOPKINS,
DIRECTOR OF DRAWING.

To the Superintendent of Public Schools:

SIR,—At your request I offer the following report upon the conduct of drawing in the day and evening schools of Boston. For convenience in preparing the matter I have arranged the subjects reported upon as follows: (1) State of the work in primary and grammar grades and general advance of the subject. (2) Drawing-books and manuals. (3) Assistant staff. (4) Lectures to teachers. (5) Drawing in high schools. (6) Evening drawing schools.

(1.) WORK IN PRIMARY AND GRAMMAR GRADES.

It is a pleasure to report upon the good work going on in our primary and grammar schools. The teachers have passed through the period of discouragement which immediately followed the reorganization of the subject. They have bravely made the attempt to meet us half way in our efforts to give them insight into the true meaning of the course outlined. They have not hesitated to demand proof of difficult possibilities, yet they have most helpfully offered suggestions for improving the work which have been incorporated into the general scheme. With true Boston spirit they have tested every point of advance, but they have held steadfast in their interest, and their enthusiasm has not diminished with the months of progress.

The result of all this earnest spirit is that the pupils are doing the work outlined in a manner in keeping with the particular portion of the city in which they are located. There is a steady growth of power noted in the work from grade to grade, a power which has its results in a blossoming of the subject most creditable to teachers and pupils. There is a freedom of accomplishment and an interest in attempt superior, I believe, to anything produced in this subject since its original adoption and incorporation into our school system. Best of all, there is a spirit growing

stronger every day which seeks an application of drawing and design in definite projects for the manual training room, thus carrying our work forward into practical fields represented by the arts and crafts.

(2.) DRAWING BOOKS AND MANUALS.

(1) In a former report made by this department, and to be found in the Superintendent's Report issued in 1898 we commented upon the lamentable lack of material in the hands of teachers and pupils for the conduct of this work.

Realizing that to theorize and not suggest remedies was a poor policy, we added, "There are three statements which should be carefully kept in mind when considering a remedy for our present condition" (1898) :

(a) Each great city must outline its own course of study, seeking everywhere with unbiased mind that which is best and arranging it to meet the particular needs and interests of the city.

(b) The course of study should be amplified into a series of suggestions (revised annually) for the conduct of the lessons in the subject. These outlines should offer every opportunity for freedom and originality in the interpretation of the lessons.

(c) Nothing should be withheld from the teaching staff or the pupils of a great city, which in the interest of progress and economy (and economy is certainly the saving of time and strength) can further the broad advancement of the public schools.

(2) A year later (in 1899) we presented the necessities of the schools as thus previously outlined and urged the adoption of the drawing books and manuals of the Prang Elementary Course of Art Instruction as the best published material to meet the purpose of our city. In urging this adoption the following points were presented in detail as arguments on the line of educational expediency :

(1.) From the standpoint of the pupil.

(a) That no city could make definite logical progress until the pupils of one grade should go forward into the succeeding grade reasonably equipped to undertake the work of that grade.

(b) That this power could only be forthcoming when pupils really did the work expected.

(c) Therefore this work should be required in a form for permanent preservation, so planned that inspiring illustrations could be offered at the opportune moment, and so arranged that doing the work would develop personal incentives toward drawings of proper size and relationship to defined conditions, in order that pride in progress and accomplishment be fostered in the hearts of all pupils.

The adoption of these drawing books to be continued until the pupils developed the state of mind that the subject of drawing was one of dignity, personal value, and pride, — a subject to be undertaken in seriousness as well as pleasure.

(II.) From the standpoint of the teacher.

(a) That no teacher could be certain of the best results from her class unless she knew that they came to her with power, advanced logically while in her class-room, and left her at the end of the year equipped for the work of the next grade.

(b) That this satisfaction, born of good work accomplished, could only come to a teacher who had the results at hand in easily accessible form to prove to herself and others that the work had been successfully done.

(c) That the form of the material furnished must be such that references be purposeful, definite, and easily explained, thus raising the varied ideals of hundreds of teachers to a common meeting ground for future progress.

The adoption of these drawing books to hold until all teachers throughout the city developed the state of mind that the subject of drawing was one of which to be proud, one of work accomplished, with results ready at hand for quick display and comment by all concerned.

(III.) From the standpoint of the supervisory staff.

(a) That no supervisory staff composed of limited units scattered over extensive field can be certain of progress unless in the short time that may be devoted to any individual teacher it can be seen that the work of the pupils had been brought up to date.

(b) That aid can only be successfully offered where help is demanded, or commendation given where work is worthy, unless

past, as well as the current work, can be quickly seen for consideration.

(c) That suggestions for advancement in methods, and incentives to pupils for further accomplishment can only be offered when there is a helpful meeting ground common to the understanding of supervisory staff, teachers, and pupils.

The adoption of these drawing books to hold until the state of mind throughout the city be one of understanding of the import of the movement, meaning of terms as made clear by illustrations, and a recognition of methods coming of skill born in doing.

(3) On this basis, and with the understanding of all concerned that these drawing books and manuals were recommended as aids to carry out the Boston course of study, this material was unanimously adopted by the School Committee on the evening of June 29, 1899, and furnished for the use of the proper grades on the opening of the schools in September.

The wisdom of this adoption has been apparent to all who have watched the gain upon the part of the pupils, and their appreciation of what teachers' explanations mean when illustrated by the suggestive methods of arrangement or technique. Every teacher who has found in this material the power and inspiration which can only come from helpfully planned data, acknowledges the value and advancement of the subject which this adoption assured. Without this material the supervisory staff would have had to be increased. Had this not been possible we should have had, on the other hand, to contemplate a most lamentable situation. We would have been charged with an accomplishment, yet forced to admit that the charge was superficially administered in the schools simply because inspiration material was not at hand to make a general forward effort in this great field one of interest and pleasure.

(4) In the late spring of last year (1902), I stated to the Committee on Drawing that the time was in sight when the interest of the pupils in their work, the appreciation of teachers of power attained, and their understanding of the import of the movement would warrant us in carrying out the next step planned for the best administration of the subject. I stated that certain schools had already reached such standards of proficiency that

while they could not afford to abandon the use of the illustrations in the drawing-book as reference material, yet they were close to the point where the pupils did not require the incentive of a drawing-book every year to produce their best work. I stated to the committee that we proposed to so modify the Outlines of Lessons for the coming year (*i. e.*, for the school year of 1902-03) that when the time came to abandon the use of these drawing-books as pupils' records that the transition would be easy from the page required to the subject desired. To this point of view the Committee on Drawing gave their approval, and the outlines have been thus modified during this current year.

(5) The time has now come to discontinue the use of the drawing-books as pupils' records, and to furnish this or any similar material in the future, only on a basis of its use as reference.

(6) I have gone into these details of the last few years to show that this department has had from the first a definite, logical plan for the upbuilding of this subject. We have welcomed, from whatsoever source, all hints and suggestions which could add to the power and value of this subject throughout the city. We have endeavored to be open-hearted toward all points for improvement. We have appreciated to the utmost the opportunity to carry out consistently the plans originally formed for the betterment of the work.

(3.) ASSISTANT STAFF.

The work of the assistant staff has been continued with much value to all the schools. The resignation of Miss Kate F. Pierce caused no break in the continuity of the service owing to the considerate action of the committee in continuing the assistant in the service until her successor could be appointed. Miss Pierce had been identified with the work since the appointment of the assistant staff, and her knowledge of the field, the confidence of principals and teachers in her work, and her sunny disposition and influence in the class-room caused her loss to be regarded by all concerned with much regret. Mrs. Thayer (Miss Pierce) will long be remembered as one who helped the teachers every hour she was with them, and who did much to establish confidence in an assistant staff, whose business it is to bring aid and encourage-

ment to all teachers and offer demonstration and assistance under every possible opportunity.

Only a few changes have been made in the assignments of the assistants in the schools. Broadly speaking, the city is divided into three areas, and twenty districts each are assigned to two of the staff; and nineteen districts, one of them so large that it will be soon divided to the third worker. The covering of the city by these three assistants requires a very carefully planned programme, and accurate disposition of time. Visitors from other cities, who compare the large assistant staff in their own cities with our small one, frequently comment upon what seems to them a wholly inadequate number of assistants to carry the work forward to its best results. When one considers that Boston enrolls a student population equal to about one-fifth of the pupils of school age in Massachusetts, and compares our staff of three with the hundred and twenty or more supervisors of drawing in the State, it will be seen that our status is a most economical one.

The reason why no extension beyond these three assistants has ever been asked is because we believe in departmental work in drawing in the grammar schools. This cannot in any way increase the quota of teachers. It simply means that when a master has a sufficient number of pupils to warrant the appointment of another teacher he has only, providing he cares to so organize his school, to ask for the appointment of a teacher holding the regular grammar grade certificate requirements, yet possessing thorough training in normal art methods. The success of the graduates of the Massachusetts Normal Art School, who, as holders of grammar grade certificates, are now working in our schools under grade ratings, would guarantee the soundness of this scheme for economical administration of the subject.

(4.) ILLUSTRATED LECTURES TO TEACHERS.

The series of illustrated lectures which have been given annually to teachers, pupils, and friends, is this year being continued. The course planned for this season, one lecture of which has been given, treats with the broad subject of Artistic Handicrafts in the school-room, the workshop, and in the homes of primitive Americans. The general purpose of the lectures is to picture what is

being done in the line of finding in hand work an opportunity to work out the designs produced in the drawing class. All the lectures are fully illustrated with a comprehensive collection of lantern photographs of much technical excellence. The program is arranged for five weeks and the subjects are as follows: The Field of Industrial Design, Artistic Weaving, Handicrafts in Wood, Modeling and Metal Work, Art in Pueblo and Mesa Towns of the Southwest.

As in all previous years the lectures are announced for Thursday and Friday afternoons, in order that all who care to attend may find convenient dates. The syllabus of the course is even more attractive than in previous years, and has received many favorable words regarding its helpfulness in illustration. I would particularly express my appreciation of the co-operation of the Boston Public Library in furnishing the list of books for supplementary reading in connection with this work.

(5.) DRAWING IN HIGH SCHOOLS.

I would particularly recommend to your consideration the good work being done in our high schools. The appointment of special teachers in certain of our high schools has been to the great advantage of the subject, and incidentally decidedly to the financial advantage of the city whenever these appointments have been on the basis of the regular quota. I would not imply that any person who has spent four years in any of the normal classes in our art schools, and has supplemented that training by European study, is any the less a teacher than the person who may hold a college degree. I would simply state that our salary schedule rates these teachers differently, and, however unfair this may be in principle, the fact remains that the city has profited by the substitution of these trained special teachers in drawing for the former maximum salaried general workers assigned to the subject.

A tendency of the work in these high schools is to extend the work accomplished in the drawing-room into the field of arts and crafts. Designs executed in burnt wood and leather, examples of advanced basketry, and applications of the art study to the decoration of textiles and book covers have been most commendable. Wood carving is also most successfully carried out in one of our schools.

It is too soon to report upon the ultimate results to be obtained under the modifications of the course brought about by making the work in drawing elective, and granting to it more time. Beyond the complications in program, and the consequent attendance of students of different divisions and grades of work in the drawing-room at the same hour, a condition characteristic of but few schools, the change to an elective basis has been decidedly for the better.

(6.) EVENING DRAWING SCHOOLS.

The death of Mr. Henry Hitchings, in January, 1902, brought the control and supervision of the Evening Drawing Schools directly under this office. Mr. Hitchings had outlined most carefully this work for the year, and all teachers united in loyal spirit to carry forward to the close of the term the work thus planned. An intimate knowledge of Mr. Hitchings' plans for broadening the work of these schools, plus an observation of the practical working of the details of the instruction, led to a modification of the course of study after the close of the school year. In undertaking this extension of the effort the courses of study in all similar schools were carefully compared with the needs of our Boston pupils. Wherever possible visits were made to exhibitions of corresponding work in order to plot satisfactorily the lines of our new departure. Principals and teachers were questioned carefully concerning their particular field of service, and the results of their experience incorporated into a general tentative scheme.

In late May this general outline was compared with the excellent topical exhibition of the evening schools of Pratt Institute in Brooklyn, in which attention has so long been devoted to art study with definite industrial application. In August I gave considerable time to the exhibits of art and education in the great Industrial Art Exhibition in Dusseldorf, where the best of German craftsmanship was on view. There I endeavored to note carefully, and particularly those features of art application which in any way paralleled the work of our evening schools. During my European journeys I have studied carefully the progress of the evening art schools of Great Britain from year to year, paying particular attention to methods, courses of study, and general

schemes of organization. Last summer I found the exhibition of all schools of the United Kingdom again arranged in the Victoria and Albert Memorial Museum (South Kensington) at London. There our tentative suggestions for broadening our work were compared with the accomplished successes of these long established and magnificently organized schools.

Immediately upon my return a meeting of the principals of the Evening Drawing Schools was called, at which our most radical departures were discussed before being presented to the Committee on Drawing, and by that committee offered to the School Committee for adoption. These details are mentioned to show the basis for our present work, the success of which during this winter's term has amply justified all the labor and care which had been put upon it.

Briefly the departures from the former lines of effort are :

(1) Admitting students who could prove their ability to undertake advanced work directly to a second or third-year class in any subject.

(2) Rating a student's progress upon the interest and power developed in his work, rather than upon the number of "certificate sheets" accomplished.

(3) Abolishing the diploma for two years work, and giving a certificate instead, thus holding the diplomas for only those who complete a three years' course or its equivalent.

(4) Eliminating from the course in Freehand Drawing all those subjects which were taught in the School of Design, and making the freehand study a training in quick sketching and illustration.

(5) Introducing the costume model into the advanced classes of all the free-hand schools.

(6) Offering three options in the study of clay modeling. (See below.)

(7) Offering advanced architectural design to architectural draughtsmen.

(8) Establishing a new course in draughting for structural engineers.

(9) Commencing the term on the second Monday in October rather than a week later. This clears the April vacation of the day schools, and does not necessitate, as before, the heating of the school-rooms solely for these classes.

Seven broad subjects are now offered in these Evening Drawing Schools as follows :

Freehand Drawing. — The course in freehand drawing aims to offer opportunities for thorough training, and the development of power in quick sketching and illustration. It is a course which should be of much value to the general student, of particular service to the photo-engraver, of assistance to the advertiser, and has in recent years been in considerable request by those engaged in millinery and costume design.

Design. — The course in design offers special training in the study of the principles of design and composition, and technical methods in applied design. It is arranged to develop appreciation of the principles that govern good design, and originality in their application in art industry.

Modeling. — Three related divisions are offered in the course in modeling. The first is planned for sculptors and stonecutters who desire to take up modeling to aid their profession, or to bring a greater feeling of plasticity into their work. A second division supplements the work of the freehand drawing classes, and offers opportunities to teachers and advanced students to study modeling. The third division is arranged to meet the needs of students of applied design.

Pupils model from life (costume model), casts, plants, flat copies, or original designs; and study the principles of decoration as applied to stone, wood, and metal. Students studying in the third division are instructed in the designing and modeling of small objects, like candlesticks, drinking fountains, vases, clock-cases, ink-stands, tablets, and the like, which are of a character to be cast in metal.

Architectural Drawing. — The course in architectural drawing aims to train artisans to make and read examples of architectural draughting. It also offers to the architectural draughtsman the opportunity to pursue advanced study in architectural design, in sketching and rendering and the making of perspectives from plans and elevations.

Draughting for Structural Engineers. — The extended use of steel construction in architectural and engineering projects requires a knowledge of this subject upon the part of the artisan and draughtsman. Courses in structural draughting are offered

at the Charlestown and Roxbury schools. These courses are open to those who have successfully completed the first year's work in architectural and machine drawing, or can satisfy the principals of those schools that they possess the power necessary to undertake this work.

The work consists of detail drawings of beams, columns, trusses, girders, simple bridge construction, etc. It is the purpose to make these courses as practical and helpful as possible, and to this end the methods of the draughting rule are carefully covered.

Machine Drawing.—The course in machine drawing aims to train artisans to make and read examples of machine draughting. It also offers to the machine draughtsman the opportunity to pursue advanced study in machine design.

Ship Draughting.—The importance of Boston as a seaport, as well as a home of ship building and repair, has led the committee to maintain for many years a class in ship draughting and design. The course carries the student to the point of understanding ship design and delineation, and fits him to perform the calculations incident to daily practice in marine construction.

There are six of these free evening drawing schools maintained in different parts of the city. Their locations and the course of instruction in each are as follows:

City Proper.

Warren Avenue. (Public Latin School-house.) — Freehand Drawing and Clay Modeling.

School of Design. (Public Latin School-house.) — Principles of Design, Composition, and Color. Preparation of Designs for all branches of Industry.

No. 147 Columbus Avenue. — Machine and Architectural Drawing.

Charlestown.

Old City Hall. — Freehand, Machine, and Architectural Drawing and Ship Draughting.

East Boston.

Old High School-house. (Paris and Meridian streets.) — Freehand, Machine, and Architectural Drawing.

Roxbury.

2307 Washington Street.—Freehand, Machine, and Architectural Drawing.

A comparison of the attendance in these evening drawing schools on the corresponding months of this and last year will speak very clearly for the value and interest in the new lines of work adopted. The increased attendance shows markedly in those schools offering freehand training. These schools are marked with a star.

DATE REPORTED.	SCHOOLS.					
Number of Pupils Belonging.	* East Boston.	* Charles-town.	* Warren Avenue.	Columbus Avenue.	School of Design.	* Roxbury.
1901-02.....	101	150	117	173	93	130
Nov. 1.						
1902-03.....	115	156	140	199	90	164
1901-02.....	96	133	105	159	66	129
Dec. 1.						
1902-03.....	98	153	127	163	71	127
1901-02.....	92	133	94	147	60	108
Jan. 1.						
1902-03.....	97	145	109	153	59	124
1901-02.....	80	119	103	142	53	99
Feb. 1.						
1902-03.....	93	141	112	147	48	125
1901-02.....	59	109	93	112	40	80
Mar. 1.						
1902-03.....	93	138	105	129	44	128

I would recommend for your most careful consideration the question of housing the classes of all these schools, except Charles-town and East Boston, which are now well established in city buildings. It will take but a few more pupils in the Public Latin School to require the use of the rooms now occupied in the evening by the Warren-avenue School and the School of Design. Where these central and most important schools can then go will be a very serious problem. The Roxbury School is in hired quarters at 2307 Washington street, a condition which is also true

of the Columbus-avenue School. This annual rental (actual and prospective) is a drain upon the city treasury which should be obviated by provision for these four schools in some central city building planned for this purpose.

The quarters occupied by the Columbus-avenue School are absolutely unsatisfactory. Here is a school composed largely of machinists, carpenters, and masons; a school that annually has a waiting list of at least fifty more students than can be accommodated; a school with unrivalled attendance and interest, with courses of study of the highest technical grade reached in our evening work. Yet this school is quartered in gas-lighted rooms—the glare from the jets being most detrimental to eyesight, and the attendant heat so great that little other warmth is needed on the coldest nights in winter—rooms which become almost unbearable in the early spring. I have seen a student drop from his seat to the floor in a faint from the conditions which prevail in this school. I have seen students' work representing much patient toil ruined by the drippings from a leaking roof. I have been ashamed to meet visiting teachers in this school, and have to apologize for location, ventilation, sanitary arrangements, and lighting. Yet this is the school which boasts, with good reason, of the success of a graduate student who entered the United States Civil Service examinations in contest with one hundred others, and, taking first rank, now holds a responsible and lucrative appointment in Manila.

We pride ourselves as a city in that we are not like other American centres with day pupils on the streets. We erect adequate buildings for primary, grammar, and high schools, and establish normal training that our young women may be educated as teachers. We accept the trust imposed by the laws of the Commonwealth of Massachusetts and maintain these evening schools of art for industrial workers in our city. We do not, however, provide for these evening schools in any measure commensurate with their importance in the industrial life of our people, and by the lack of such provision we hamper their development and restrict their usefulness. While the pupils in the day schools are provided as a matter of course with reasonable and proper facilities, we invite the pupils of these Evening Drawing Schools, young men and women of serious purpose and rep-

representing the best of our industrial citizenship, to pursue their work in quarters that are inadequate and in some respects wholly unsuitable.

These Evening Drawing Schools enroll nearly a thousand pupils a year; our courses of study are broad and helpful, else these industrial workers would not spend their evenings therein; and our teachers are the best that generous salaries can command. While we may send our work on exhibition into such magnificent plants as those built by the cities of England for their schools of art, and compel recognition of what we accomplish in the fields of industrial art, it is of vastly more importance that we should be allowed to conduct our efforts here at home under conditions far better than those existing to-day and commensurate with the dignity and importance of the industrial interests of our city.

Respectfully submitted,

JAMES FREDERICK HOPKINS,

Director of Drawing.

REPORT OF MISS ELLEN L. DUFF, PRINCIPAL OF
THE SCHOOLS OF COOKERY.

To the Superintendent of Public Schools :

SIR, — There is considerable variation in the grades receiving instruction in cookery in different parts of the city. The time devoted to this instruction also varies greatly.

The ninth grade pupils receiving instruction usually devote to it two hours a week. In one district, however, where the conditions are such as to make it desirable to extend instruction in cookery and the household arts, the ninth grade girls having completed a two years' course, devote one hour a week to the study of simple house plans. The furnishing and decoration of the home, from the practical and hygienic as well as the æsthetic standpoint, are also considered. In this work the teacher of drawing and the regular teacher co-operate, with most satisfactory results.

It may not be out of place in this connection to mention what has been done in another school. Some especially fine colored plates, representing cuts of meat, were loaned to the teacher of cookery. Desiring to possess similar ones for use in the class, these being too expensive, consultation with the teacher of drawing led to an arrangement by which the ninth grade girls, under her supervision, produced some very creditable copies in water color, the teacher of cookery providing the material.

All eighth grade girls are supposed to devote two hours a week during the year to cookery. In cases, however, where the time for completing the grammar-school course is shortened through double promotions or other cause, some girls are members of a regular eighth-grade class for a period not exceeding five months, and it sometimes happens that they receive instruction in cookery during that time only.

The greatest inequality, however, is found in the amount of time devoted to this subject in the seventh grades. In some schools no seventh grade girls receive instruction in cookery, while in others it is given once a week during the year; in others,

once a week during one-half the year, two divisions being made in a class, one receiving instruction in cookery while the other is sewing, the order being reversed during the latter half of the year.

In many seventh grades lessons in sewing and cookery are given in alternate weeks during the year; in others lessons are given at intervals of one and one-half weeks and in one case three weeks intervenes between the lessons. In consequence of these long intervals the loss of a lesson through absence, a holiday, or a one session day becomes serious.

These inequalities are due, first to the lack of sufficient equipment, notably in the Sixth Division, where there is but one cooking centre for four schools, the pupils of three of which are girls, the fourth being a mixed school.

The Board of Supervisors, in September, 1901, in response to certain questions of the Manual Training Committee, recommended that "the minimum requirement for cookery and woodworking should be two hours a week during two years — these subjects to be taught either in the eighth and ninth grades or the seventh and eighth grades, but preferably in the former." The girls of South Boston are therefore receiving instruction during one-half of the *minimum* time which should be devoted to this branch of manual training. An additional room in this district, equipped for classes in cookery is an urgent need of long standing.

In the Seventh and Ninth Divisions, also, the pupils of certain schools receive instruction in cookery during one year only. This is owing partly to lack of facilities and partly, also, to the distance of the grammar schools from the cooking centres, objection being made on the part of the masters to the loss of time involved, and on the part of both masters and parents to the long distance to be travelled, especially in inclement weather.

The most fruitful cause of the inequality, however, is the difficulty arising from the fact that the time given to manual training must, in the case of girls, be divided between sewing and cookery, as well as by the requirement that in mixed schools, instruction in woodworking and cookery shall be given to members of the same class at the same time.

The matter becomes still more complicated when, as frequently happens, one or more of the teachers of cookery, woodworking,

or sewing may be obliged to give instruction in two or more schools far removed from one another. In these cases the apportionment of time in a given school in such a manner as not to interfere with the hours for classes in other branches of manual training becomes a difficult problem, and one which would be still more difficult were it not for the courtesy and good will usually shown by all concerned.

In view of these facts the requisite for securing a greater, degree of uniformity in the time devoted to instruction in cookery seem to be :

First, additional facilities in the districts most needing them — South Boston and parts of Roxbury and Dorchester.

Second, provision, when practicable, for instruction in cookery in the grammar school furnishing the pupils.

Third, an increase of the time devoted to instruction in cookery in cases where it is less than the period recommended by the Board of Supervisors as the minimum — two hours a week during two years.

Concerning that period of the grammar-school course from which the best results of instruction in cookery might be expected, it may be said that the opportunities for correlation of the work in cookery with regular class work are many — in language, number, elementary science, nature work, etc. — that it is undoubtedly true, other things being equal, that girls of the eighth and ninth grades are able, through greater maturity, to derive more benefit from the course in cookery itself as well as by correlation with other studies, yet another side of the question deserves consideration.

The girls in the ninth grades are largely outnumbered by those in the seventh. Many of the latter leave school and go to work before entering the eighth, or even completing the seventh grade. If instruction in cookery is given only in the eighth and ninth grades these girls will never receive it, and in many cases are the very ones who stand most in need of it.

This is also a plea for extending the instruction in cookery, and the household arts so as to include the pupils of ungraded and special classes who have reached the age of twelve years.

Inquiry concerning the girls of ungraded classes, who are now receiving such instruction, shows that the homes are often, from

various causes, such as to make it impossible to receive this training, and unless given in the school it will never be received. Most of these girls are over twelve years of age, and few of them will reach the grades where cookery is usually taught, as they will leave school as soon as they can legally do so.

Some of the older pupils of a special class composed of girls who are mentally deficient, and whose parents are in very moderate or poor circumstances, were allowed through co-operation with the teacher of cookery in the experiment to assist occasionally in the work of the classes in cookery. The result was very satisfactory, and their teacher wrote concerning it: "It seems to me that there is nothing more desirable for backward girls than the ability to do useful work in their homes. . . . More than all else they need to be trained in the common home duties. I wish every one of my pupils could have regular work in the school kitchen, as such lessons would assist the child in its struggle for a living, and make it less of a burden at home."

COURSE OF STUDY.

A course of study in cookery and the household arts has been prepared with reference to the requirements demanded by the difference in the grades receiving instruction, and the varying periods of time devoted to it, still keeping in view a course the essentials of which may be covered in two years.

This has been accomplished by arranging the lessons in two series, Cards A and B, each card containing sufficient illustrations of the principles involved to allow for variation of the lesson according to the conditions.

The first lessons are devoted to the teaching of correct methods in the performance of various household arts, with the underlying principles, and the application of these principles to similar work done in the home.

These early lessons include sweeping, dusting, the washing and care of dishes, towels, dusters, etc., with removal of ordinary stains; the care of the sink and the refrigerator, the disposal of refuse, etc., the construction and management of the range and the fire, with elementary instruction upon fuels, the sources of heat, etc.

Next follows the introductory study of food in general and its

relation to the human body; the composition of both compared; inferences. The "nutrients" or "five food principles" — water, mineral matter, carbohydrates (including starches and sugars) proteids and fats — the function of each considered briefly.

Lessons illustrative of the methods applicable to the treatment of foods of each class follow, slight variations in the order being made according to circumstances.

WATER. — Sources; forms; experiments — boiling and freezing points; evaporation and condensation; sterilization and distillation.

Uses of water in the preparation of food and in various processes of cookery illustrated by the preparation and serving of *Dried* and *Fresh fruits*.

Beverages. — *Tea* and *Coffee*: Sources; composition; food value.

Cocoa and Chocolate: Sources; food value. Heating milk; effects; methods; use of the double boiler; advantages; cautions.

VEGETABLES. — Classification; general composition; food value; the selection, storing, preparation, cooking and serving of carrots, turnips, parsnips, onions, and beets.

Potatoes: boiled, mashed, riced, baked and creamed; potato cakes; creamed potatoes with cheese.

STARCHY FOODS. — *Potatoes* a type. Starch obtained from potatoes; test for starch; experiments showing the effect of heat, with and without water; inferences.

Experiments repeated, flour being substituted for starch; similarity and differences noted; inferences.

Application of principles learned to the making of:

Gravies. — *Sauces*, etc., thickened with cornstarch or flour; liquids used; general proportions; methods. *Practical work*: White sauce, cream sauce for toast; dry toast, water toast, and toast water; arrowroot or cornstarch gruel; milk porridge.

Cornstarch Mould. — Moulded cornmeal, caramel sauce, apple tapioca or sago pudding.

Breakfast Cereals. — Varieties; general composition and food value; preparation; general rules for cooking; rolled oats or wheat; coarse oatmeal; oatmeal gruel (two methods).

Rice. — Steamed (two methods), egg sauce; boiled rice, rice water and cream rice pudding.

Macaroni. — Source; manufacture; food value; preparation and cookery; boiled, with white sauce; baked, with cheese or tomatoes.

Scalloped Dishes. — Bread or cracker crumbs; preparation; buttered crumbs; methods, general rule of proportions; scalloped apples, nutmeg sauce; scalloped tomatoes; scalloped onions. Left-over crumbs and crusts used for dried crumbs and crust pudding, with hard sauce.

SUGAR and MOLASSES. — Sources; food value; general rules for cookery illustrated by the making of simple candies.

PROTEID FOODS. — *Milk*; study of milk of a typical food; composition; food value. Care of milk; importance of cleanliness in handling and keeping; impurities. Souring; agents concerned in coagulation; effect of different temperatures; sterilization and pasteurization compared. Preparation of pasteurized milk; rennet custard or junket; butter; butter balls.

Cheese. — Sources; general composition; varieties; manufacture; food value; cookery; sour milk cheese; creamed cheese on toast; baked crackers with cheese.

Eggs. — General structure; tests for freshness; causes of spoiling; methods of preservation; general composition of edible portion; white of egg as the type of albuminous foods. Experiments to show properties of albumen; effect of different temperatures; inferences.

Application of principles learned to the cookery of eggs: egg-nog; egg lemonade; soft-cooked, hard-cooked and poached eggs; egg vermicelli or golden rod eggs; baked and steamed custard; steamed, scrambled and creamy eggs.

Meat. — Sources; varieties; general structure; sub-division into “cuts”; uses of each; general composition of lean meat; experiments showing the effect of water at different temperatures; of dry heat; inferences; comparison of results with those of experiments with egg albumen; similarity of cooking temperatures shown; inferences.

Application of principles learned to methods of cooking meat according to the object to be attained:

1. The extraction of juices, in making beef tea, meat soups and broths.

2. The retention of juices in so-called “boiling” broiling, pan-broiling, etc.

3. The making of tough meat tender, stews, etc.

4. The re-heating of cold cooked meats.

Fish. — Varieties; comparison with meat in regard to structure, composition and food value; similarity to meat and consequent similarity in methods of cooking; variations due to differences in form and texture. Fish cooked in water, drawn butter sauce; broiled fish, butter dressing; creamed fish, fish hash, and scalloped fish.

Bread — *Yeast*. — Study of wheat grain; manufacture of flour; varieties; experiments showing starch and gluten. Yeast; sources, conditions for growth, etc. Bread-making: white and whole wheat; quick process; slow process.

VEGETABLE SOUPS. — *Peas, Beans and Lentils*: Composition and food value; preparation and cookery; split pea soup; baked bean soup; potato soup, croûtons.

SALADS. — Materials; preparations; French dressing; cooked dressing; cole slaw; water lily salad.

FOOD FOR INVALIDS. — Preparation and serving; *résumé* of suitable dishes, previously learned; Irish moss blanc-mange and lemonade; flax-seed tea; clipped ice; orange sun flower; peach foam; apple water, rhubarb water, lemonade.

FREEZING MIXTURES. — Underlying principle; application of principle to the preparation of simple frozen desserts.

The last lesson, Card 33 A, closes the first series.

The above is a brief outline of the work planned for the first year, allowance being made for needful practice in measuring, laying of the table, etc., as well as for the care and storing of materials and utensils.

The lessons for the second series of the course are arranged with the view of establishing new principles as well as of extending and enlarging principles previously taught.

Card 1. B opens with a lesson on the preservation of perishable foods from decay by the action of bacteria, moulds, etc., with the principles underlying the processes of preserving by means of sterilization, refrigeration and cold storage, drying, salting, pickling, smoking, canning and the use of antiseptics. These principles are applied to the canning and pickling of seasonable fruits and vegetables and the making of simple jellies, jams, and marmalades, to be used in future lessons. In some

cases pupils prefer to furnish additional raw material, the finished product to be used in their homes.

THE PREPARATION AND COOKERY OF VEGETABLES REVIEWED.—Tomatoes, celery, spinach, cauliflower, green corn, shelled beans, etc., alone or in suitable combinations.

THE COOKERY OF STARCHY FOODS REVIEWED.—Peach tapioca pudding; rice pilan; German rice pudding; kedgeree; and Lincoln snowballs.

CHEESE COOKERY.—Welsh rarebit; cheese toast sandwiches; cheese pudding; cheese fondue; soufflé; custard; and straws.

EGGS.—Omelets; méringues; soft custard, plain and with variations, as dessert or as sauce for apple snow or prune whip.

EGGS IN COMBINATION WITH STARCHY MATERIALS.—Tapioca cream; bread pudding, plain and with variations; lemon cracker pudding; lemon rice pudding; vanilla sponge; chocolate sauce; duchess potato.

GELATINE.—Sources; preparation; use in simple desserts; combinations.

MEAT COOKERY, PRINCIPLES REVIEWED.—(1.) Soup stock; ox tail soup; turkey soup; soup stock used as the basis of other soups; variations suggested.

(2.) Roast meat, including fowl; the making of gravies; stuffing and sauces.

(3.) *Pot roast or braised* beef; veal cutlets; brown sauce; fricasee chicken.

(4.) The preparation and cookery of salted, smoked, dried, and pickled meats; pressed corn beef; dried beef with white sauce, or as “frizzled” beef; bacon; smothered tripe.

FISH.—(1.) *Fresh* fish, baked whole or in fillets; sauces and dressings.

(2.) *Salted, pickled, and smoked.* Creamed salt cod; baked or broiled salt mackerel, butter dressing or tomato sauce; finnan haddie.

(3.) *Shell fish.* Broiled oysters; oyster stew; clam chowder.

FATS AND OILS.—Sources; varieties; food value; preparation; uses. Clarified fat or “dripping;” clarified butter; leaf lard.

FRYING, COOKING IN DEEP FAT.—Temperature for cooking different materials; dropped fish balls; croquettes; thick white sauce for croquettes.

SUGAR. — *Christmas lesson; candy*; new applications in the cookery of sugar.

BATTERS AND DOUGHS. — General composition; varieties; general proportions of dry and liquid ingredients; leavening agents; experiments illustrating the use of bi-carbonate of soda with cream of tartar and other acid substances; the making and use of baking powder; comparison with yeast and other leavening agents.

Yeast reviewed, with enlarged applications; Parker House rolls; salad rolls; bread sticks; Swedish rolls; yeast muffins.

Pop-overs; Yorkshire pudding; cream puffs, with filling.

Griddle cakes. — Variations.

Muffin mixtures, muffins; corn cake; Virginia pone.

Steaming. — Steamed brown bread; entire wheat pudding; suet puddings; pudding sauces.

Cake. — Varieties. (*a*) butter cakes; (*b*) sponge cakes. Materials; general rules for combining; baking. Fillings and frostings.

Gingerbread. — Molasses, sour milk, sugar, and sugar and molasses gingerbread.

Baking powder biscuit. — Variations of formula; dumplings for stews; short cake; fruit dumplings; apple roly-poly; English "tart," "quick" or "dropped" biscuit; tea-cakes; Dutch apple cake; berry cake; berry pudding; breakfast muffins; cottage pudding; Concord pudding.

Doughnuts, Review Frying.

Cookies. — Plain and with variations.

Pastry. — Variations.

SOUPS. — *Vegetable and cream*; mock bisque; corn soup; cream of green peas.

SALADS REVIEWED. — Cucumber or tomato; potato; meat, lobster or salmon. Mayonaise dressing; cooked dressing; butter or cream.

DELICACIES FOR CONVALESCENTS. — Preparation and serving; chicken custard, jelly and panada; French chops; oyster broth; clam water; orange omelet; sweet omelet; cornstarch pudding; charlotte russe; zwiebach.

FROZEN DESERTS. — *Freezing mixtures reviewed*; sherbet and fruit ices; ice cream.

The newer rooms equipped for cookery have been planned with a view to providing, so far as practicable, facilities for work by the "individual" as distinguished from the "group" method. By the former, each pupil performs all the processes involved in a given lesson; by the latter, the processes are performed by the group, the extent of the work done by each member depending on the number composing the group, which may be two, four, or more.

For example, in the making of a loaf of bread, instead of performing only part of the process, each pupil performs the entire work involved, thus gaining in power, in self-reliance, and by the development of a sense of personal responsibility. It is *her* bread, and she alone is responsible for its success or failure.

Experience has shown that, through the desire to succeed, greater attention on the part of the pupil is given, more painstaking effort is put forth during the performance of the work, and a keener interest is shown in the result. A comparison of results leads to thought, and thence to a knowledge of cause and effect, failure to accomplish a desired result showing the necessity for accurate measurement, careful manipulation, and so on.

The principal objections to the use of the individual method seem to be:

First. That less can be accomplished in a given time.

Second. That the cost of material is increased.

Third. That the added expense necessitates the use of quantities so small that the results are not practical.

Fourth. That the difficulty of managing large classes is increased.

In reply it may be said:

It is true that a given piece of work can be completed in a shorter time when two or four persons are employed upon it than when it is done by one. If the end in view were merely the completion of the work, nothing further need be said. When, however, the aim is the gain in power by the individual, it is undeniable that he gains more by performing all of the necessary processes than by doing one-half or one-fourth of them.

The present allowance of \$10 a month for supplies, regardless of the number of pupils receiving instruction, makes the question

of the cost of material a momentous one. With classes averaging twenty-four in number, it is obvious that the sum of \$10 a month will admit of individual work to a limited extent only. Moreover, the cost of material varies greatly in different parts of the city, so that what may be an easy matter for one teacher becomes a difficult problem for others.

It is but fair to say, here, that in districts where supplies are more than ordinarily costly, or when buying in quantity will lessen the cost sufficiently, teachers often obtain them from the large markets or from wholesale houses, two or more sometimes sharing the material and the cost.

Careful estimates of the comparative cost of certain lessons given by the individual and by the group method showed that the cost of the former was slightly larger than that of the latter, the increase being the fractional part of a cent per pupil. Considering the advantages of the individual method this slight increase should be a minor consideration.

It is true that the size of classes and the limited means available necessitate the use of small quantities. Take, for example, the making of cornstarch mould.

GENERAL RECIPE.

4 tablespoonfuls cornstarch.
2 tablespoonfuls sugar.
2 teaspoonfuls of cocoa.
 $\frac{1}{4}$ teaspoonful salt.
2 cups milk.

Scald $1\frac{1}{2}$ cups milk; reserve $\frac{1}{4}$ cup cold for melting cornstarch. Mix dry ingredients, add the cold milk carefully and stir until smooth. Stir the scalded milk slowly into the wet cornstarch, etc.; cook directly over the stove or gas for 5 minutes, then cook 20 minutes over boiling water. Pour into a cold, wet mould to stiffen.

A class of twenty-four, working in groups of four, would make six moulds, using the whole or one-half the above quantities, according to circumstances, the work being distributed somewhat as follows: No. 1 would measure cornstarch, No. 2 the sugar, No. 3 the cocoa and salt, and No. 4 the milk. The work of combining and cooking the ingredients would, in like manner, be distributed among the members of the group, each one looking on while the others performed their parts.

In working singly, each of the twenty-four girls would make a complete cornstarch mould, using one-fourth of the quantities given, measuring everything, and performing all the processes until the perfect whole is developed. Few will question that, in learning to make even a doll's dress entire, a pupil gains more than in sewing the hem, for instance, of a dress of an adult and then watching others perform the remaining processes. It would seem, therefore, that the same principle would apply in cookery to the making of a miniature but perfect whole.

When materials and recipes do not easily lend themselves to sub-divisions, the group method may be used with advantage, or a demonstration by teacher or pupil be substituted.

The usually large size of classes in cookery makes the doing of individual work vastly more laborious on the part of the teacher than that by the group method. Once the method has been adopted, however, and continued long enough to test its practical working thoroughly, experience has shown that the interest and pleasure of pupils in thus working makes the matter of discipline a simple one.

In conclusion, it may be said that, notwithstanding attendant difficulties, excellent work by the individual method is done in many schools.

EVENING SCHOOLS OF COOKERY.

The first public evening school of cookery in the City of Boston was opened in the Lyman School, East Boston, on March 18, 1891, continuing until June 18, inclusive, with an excellent average attendance. This class was organized through the efforts of Mr. Willard S. Allen, then chairman of the first division committee.

No other evening class in cookery was established until 1897, the Lyman School being again used for the purpose. Through an error in the report of the Manual Training Committee for 1901, this was stated to be the first.

Since 1897 the demand for evening classes in cookery has increased steadily, and at the present time (March, 1903), instruction is given from two to five evenings a week in seven schools as follows:

Bowdoin School (two rooms¹), West End; Drake School,

¹ The classes in one room, though free to the public, are conducted under private auspices.

South Boston; Hancock School, North End; Harvard School, Charlestown; Lowell School, Jamaica Plain; Lyman School, East Boston; Winthrop School, Boston.

The pupils of the evening schools of cookery are drawn from various classes, some of them being wholly inexperienced in even the simplest processes. The larger number of these are girls whose school life ceased before they reached the grades in which cooking was taught. Most of them are members of the regular evening schools, attendance at which is a condition for the privilege of entering the classes in cookery. The average age of these pupils is sixteen.

On account of the inability of many of these younger pupils to provide themselves with aprons, caps, etc., a suggestion comes from teachers of evening classes of cookery—that the city furnish material to be made into such needful articles by pupils of sewing classes who do not bring work from home, these articles to be the property of the city.

Other classes are composed chiefly of young women engaged in various employments during the day, some in stores and factories, others as teachers, students, domestics, etc.

The domestics who attend, often know little about cooking, but are interested to learn, so that they can command better wages. Among the others are several who are preparing to have homes of their own in a short time, are consequently desirous of knowing more about housekeeping.

Still other classes are principally housekeepers and mothers of families wishing to learn new ways and methods.

The attendance at these evening classes in cookery has been for the most part extremely gratifying.

Respectfully submitted,

ELLEN L. DUFF,

Principal of Schools of Cookery.

REPORT (1) OF DR. JAMES B. FITZGERALD,
DIRECTOR OF PHYSICAL TRAINING.

To the Superintendent of Public Schools :

SIR,—Although there was no rule requiring it I made a report to the Committee on Hygiene and Physical Training and to the Superintendent at the end of my first year of service with the city. No report was made at the end of the second year, partly through lack of time and partly because of the resignation of Mr. Nissen, which left me without an assistant, which added his work to my own, and which allowed but little except the routine work of the department to be done. At the beginning of last year, no assistant having been appointed, and it being considered of the first importance to keep the grade gymnastics up to the usual standard, I was forced to take up this work of supervision myself. I think that I can say there has been no deterioration.

The experimental work with apparatus in the few schools selected for the purpose is still in progress, but I am not prepared as yet to say just how far we should go in this direction.

The work for girls in high schools has been greatly extended, owing to the completion of the new high school buildings. There are now ten special teachers of physical training employed in high schools. I have only one suggestion to make in this connection. It seems to me that some sort of medical examination is advisable, particularly of those girls who play basket-ball and similar games. It is difficult to know just how this should be done, but perhaps if we insist that the next special teacher to be appointed shall be a physician it will solve the problem.

Because of lack of time I was obliged last year to give up my classes in the gymnasium of the English High and the Latin schools, but the classes at the West Roxbury High School were kept up, because Mr. Mann had substituted a year of physical training for a year of military drill in the case of his entering class, he being the first head-master to carry out the recommenda-

tion of the special committee referred to in my first report. I am happy to say that this year, owing to the appointment of Mr. Young, we have been able to hold classes in the Latin, the East Boston, the West Roxbury and the English High schools. Owing to the lack of co-operation on the part of the authorities at the English High School the work was stopped there, and Mr. Young went to Charlestown instead. The classes were voluntary at the English High and the Charlestown schools, but were a required part of the course at the other schools. Mr. Young has given his whole time to the work in high schools this year up to the present time.

The examination of school athletes has been kept up, and it is pleasant to record that when the officials of the Boston Athletic Association heard that this was being done in the Boston public schools they compelled every one taking part in their rowing contests to be examined, and they furnished a physician to make the examinations.

The Board having voted to employ another assistant in physical training it will be possible to extend the work still further in the high schools. I wish to say again that I believe the recommendation of the special committee appointed to consider the question of military drill and physical training in high schools should be adopted. Their recommendation was that a year of physical training should be substituted for a year of military drill in the case of the lowest class. It seems to me that either this should be done, or that both military drill and physical training should be made electives. In my first report I referred only to the manifest advantage of physical training over military drill. It seems necessary to call attention to the injurious effects of the drill upon young and growing boys. Dr. Sargent, and others, have called attention to the deformities produced by drilling with guns, and every gymnasium director of experience can testify to the truth of their statements.

In my first report, also, I suggested that certain improvements were necessary in the school chairs and desks then in use. I have made the changes referred to, and the improved furniture has been placed in all the new school-houses in Boston, and the manufacturers have informed me that it is being gradually adopted throughout the country. The improvements consist in

lowering the back of the chair until the support comes just below the shoulder blades, changing the slant of the back so that the child is supported in a good position, instead of in a faulty one as formerly; providing a revolving chair for grammar grades, so that work can be done on the side blackboards, without having all support taken from the backs of those who are watching it; providing a round seat chair for primary grades, where great freedom of movement is a necessity, and, lastly, placing the chair to the left of the desk centre, in order to give more desk surface to write upon, thus preventing bending and twisting the body at the same time,—a position which will produce a spinal curvature if anything will. One of the things in which I have taken an especial interest is the replacing each year of a certain number of non-adjustable chairs and desks with adjustable ones. This good work goes on, and it is only a question of time when every school-room will have some adjustable furniture in it. I regret to say, however, that there are still rooms in the schools where all the pupils, short and tall, are compelled to use the same size chair and desk.

It gives me pleasure to report that my recommendation in regard to lighting dark rooms by means of prisms has been adopted in three school buildings. I believe that this way of lighting dark rooms, when the work is done properly and when the glass is kept clean, is of great value, and I recommend its extended use.

A few years ago certain members of the Chicago School Board began a school for the systematic and scientific study of school children from the physical side, so to speak. They have experimented with about seven thousand children in a perfectly legitimate way, and while they have as yet issued no formal report, enough is known of the progress they have made to warrant my calling attention to the matter. A writer in a popular magazine has summed up the conclusions towards which the facts seem to point. I wish to quote from this article, merely saying that due allowance must be made for the writer's unscientific certainty and enthusiasm:

The school systems of the whole world are likely to be revolutionized by certain investigations which have been made recently in Chicago. The results of these investigations will be made public before long. This article is the first detailed statement of what they have done, and

gives for the first time the deductions which have been drawn from them. Seven thousand school children have been examined and experimented with as carefully and as scientifically as any student is taught to experiment with chemicals in a school laboratory. Three facts of tremendous interest to every father, and to every mother, who have intelligence enough to appreciate the high privilege of parentage have been discovered.

First, it has been found that quite as much depends upon physical development as upon the mental caliber of school children. In fact, the investigation shows that the two are almost co-ordinate. Admitting, as in every other generalization, that there are many exceptions to the rules, it has been proved that the strong child, and the big child, is the bright child in school.

Secondly, it has been found that a serious difference exists between girls and boys in mental capacity. This is so great that it may lead eventually to the abandonment of the education of the two sexes in common.

Thirdly, Professor Lombroso's theory that the perfect man physically is more likely to be the perfect man morally, than is the man who is not perfect, has been substantiated.

It had been my desire from the first to have a school in Boston for research and experimental work along somewhat similar lines to those followed in Chicago, and I purposed to seek the council and co-operation of the eminent physiologists and psychologists of Boston in the matter. I found, however, that the physiologists at least were convinced that the most important thing to do was to determine certain facts regarding the laws of growth in children. Two years ago the Society for the Advancement of Physical Education made a formal request to be permitted to enter the schools and weigh and measure thousands of primary school children, and to keep up these measurements semi-annually, in May and October, during the primary and grammar courses of these particular children. A hearing was held before the Committee on Hygiene and Physical Training, and while the members of the committee were willing to accept the opinion of the eminent gentlemen who appeared before them, it seemed best to them that the work should be done by those in the service of the school department, and that the statistics should remain the property of the city. The Director of Physical Training was requested to take charge of the measurements, and in October, 1900, they were begun. Nearly 25,000 children were weighed and measured by the Director, assisted to some extent by three of the special teachers of Physical Training. About 20,000

children were measured by the director and the rest by the special teachers. The records are kept by the grade teachers. The fourth measurements are now being made.

I found that in some districts the rule requiring teachers to be in their class-rooms a quarter of an hour before the beginning of the sessions was construed to mean that children should not be admitted to the building until that time. As the judgment of children cannot be depended upon to bring them to school just fifteen minutes before school begins, the consequence was that on extremely cold and on stormy days there was a good deal of unnecessary suffering among those children who came early. I brought the matter to the attention of the board, and the regulation was amended so as to require that school buildings shall be open one-half an hour before the beginning of sessions on all extremely cold and stormy days throughout the school year.

In my first report I called attention to the fact that there were in the schools certain pupils who were for various reasons a detriment to the schools, and who were in some cases a source of positive danger to the other scholars. As I believed this to be a subject of the greatest importance I asked the masters to supply some information in regard to these children, so that I could have some facts to present to the board. The cases I refer to are cases of consumption, epilepsy, St. Vitus dance, skin diseases, offensive diseases of the ear, etc. Between twenty and thirty cases of what were supposed to be consumption were reported. As consumption is a contagious disease, I have advised in all cases that they be turned over to the visiting physician, who is the agent of the Board of Health.

Every case of epilepsy has to be considered by itself. In one of the cases which I investigated there had been but one attack, and that certainly did not warrant sending the child out of school. I think, however, that all will agree that a confirmed epileptic has no place in an ordinary school-room. Cases of St. Vitus dance have to be judged in a similar way. There is no doubt that a child who is really suffering with this disease should be taken out of school, both for its own sake and for the sake of every one concerned.

By far the largest number of cases reported was in the class called offensive diseases, and my investigation of many of these cases revealed an odd state of affairs. My own view was, and

is, that the regulation which permits a teacher to send a child home who presents himself with a dirty face is authority enough for sending him home when he presents himself with a running ear, for instance, which is so offensive that it sickens every one in his vicinity. This was the point of view taken in a few of the districts, but the teachers generally did not seem to believe that they had any rights in the matter, or that they would be upheld if they took radical measures. There were between 250 and 300 cases of offensive diseases reported, and what some of the teachers and pupils have suffered from some of these cases would not be pleasant reading. It is clearly for the interest of all concerned to have such cases attended to promptly. Just as long as such children are received in school just so long will certain parents remain indifferent; but their indifference vanishes when the children are sent home to be made clean. The work being done for mentally defective children has been described in the report of the superintendent.

Within the last three years the ordinary routine work of the Director of Physical Training has come to include the personal supervision of the exercises in the grammar grades, the proper seating of all the pupils, the examination of school athletes, the measurement of 20,000 children semi-annually, the examination of teachers for special certificates in physical training, the equipping of new gymnasias, and talks in the Normal School on school hygiene. It will be seen that his regular duties are sufficiently extensive and varied, and have left him little time for the work of school hygiene. As a matter of fact the measuring of the children this spring had to be done by the assistant. However, something has been done, and as a matter of record I should like to summarize it:

(1) The improvement of school furniture; (2) the introduction of the prism method of lighting dark rooms; (3) the examination of the eyes and ears of backward children; (4) amending the regulation regarding one session days; (5) amending the regulation regarding the admission of children to the school-houses on cold and stormy days; (6) the systematic attempt to have pupils suffering from various diseases properly taken care of.

Respectfully submitted,

JAMES B. FITZGERALD,

Director of Physical Training.

REPORT (2) OF DR. JAMES B. FITZGERALD,
DIRECTOR OF PHYSICAL TRAINING.

To the Superintendent of Public Schools :

DEAR SIR, — AS no report from the Department of Physical Training has been printed since I have been director, it is my intention to give a brief but complete account of what has been done in and by the department during the last four years, 1899-1903.

The title Director of Physical Training is a misnomer for all those subjects, such as the proper seating of the pupils, recesses, etc., which are usually included in the term "School Hygiene" come within his province, and, naturally and properly so. The first duty assigned to me by the Committee on Hygiene and Physical Training after my appointment was to report upon the sanitary condition of a certain school building.

As to physical training, the Swedish system having been adopted by the board some years ago, it was the duty of the director to do all in his power to get the best results possible from this system. The work of supervising the teaching of the physical exercises was done, formerly, by the assistant, Mr. Nissen, who gave his whole time to the work, but he resigned three years ago, and for a whole year no one was found to take his place. It was necessary to choose between two evils. Should the director take up the routine work which would necessitate his dropping practically everything else, or should supervision of this most important branch upon which so much time, thought, and money had been expended, cease, with the inevitable result? It was decided that the most important thing to do was to keep up the standard of the physical exercises and therefore, such other work as I have been able to do for the last two years in school hygiene, etc., has been done, literally in odd minutes. In the primary schools little is attempted except to give the children some idea of good sitting and standing positions by means of very simple exercises and to give them some training in concentrating the attention. The

work in these schools requires and has received little supervision. Emphasis is laid upon games, free play, recesses, etc.

In the grammar schools the standard of instruction has been kept up and while it is impossible for every teacher to teach every specialty as well as we could wish, still, taking the city as a whole, it gives me pleasure to say that the work of physical training is in a very satisfactory condition indeed.

The attempt to make physical training more valuable and attractive by means of gymnastic apparatus has been made. There are now five schools which have a fair equipment of apparatus in the corridors, halls, or basement, two which have a smaller amount and two with completely furnished gymnasias. There will be another to add to this list before the end of the school year which will make ten schools in all, a development along this line as rapid, surely, as could be expected. Instruction is given at present by the masters or sub-masters or by some teacher with a special aptitude for gymnastics, with occasional assistance from this department. I look forward confidently to the time when every grammar school will have its equipment of apparatus, most of which can be used indoors or outdoors, and its special teacher of physical training. Where there are twelve or fifteen teachers in a school to train the minds of the children it is not unreasonable to ask that there shall be one to train their bodies.

Physical training in all the high schools was, until recently, confined to the girls. In all the high schools, with the exception of the Girls' High and the Girls' Latin Schools, an excellent course in physical training is given in well equipped gymnasias by special teachers of this subject. In the two schools which have been excepted all is being done that can be done under the circumstances. I do not need to refer to the needs of the Normal School. It was found necessary to appoint an assistant to the special teacher of physical training in the Roxbury High School, and now, owing to the large number of girl pupils, there is need of another such assistant in the Dorchester High School. It would be of great advantage to the work as a whole if the new assistant should be a physician as well as a teacher of physical training. The special teachers of this subject could consult with her in doubtful cases, and certainly if the girls are going into

basket-ball and similar strenuous games they should have some medical supervision.

As I have said, up to three years ago there was no physical training for young men in our high schools. From the primary school to the end of a university course there was due attention paid to this most important subject, except in our high schools. The reason for this condition of affairs can be summed up in a phrase — the military drill. Some six years ago a special committee was appointed to consider this question. In their report they emphasized the need of physical training for high school boys, and suggested that a beginning might be made by having a course in physical training precede the military drill. Taking everything into account, this seems to me to be the thing to do. Four years ago, before the resignation of Mr. Nissen, in order to begin, at least, to remove what seemed to me a reproach upon our public school system, I conducted classes personally in the Latin and English High Schools and in the West Roxbury High School. At present, classes are conducted regularly in the following schools: The Latin, the English High, the West Roxbury, the East Boston, and the South Boston High Schools. Owing to the appointment of another assistant to the director it will be possible to add to this list next year. It will be seen that physical training for young men in our high schools is still in an unsatisfactory condition, but it is being extended and developed as fast as circumstances will permit.

I found that, although the young men had no physical training, most of the schools were represented by teams in all the various forms of competitive athletics, and this, too, without any medical supervision. I called the head-masters' attention to this danger, and asked for their co-operation. It was readily given, and for the last four years every candidate for a team has had to pass a medical examination, given by the director. As the School Board has had no official cognizance of athletics in high schools, I will simply call attention to their generally unsatisfactory condition. The remedy seems to me to be the organization of the head-masters for the purpose of formulating rules for the regulating of all competitive sports followed in the schools. The rules should cover (1) the physical, mental and moral requirements and all other questions of eligibility; (2) the financial situation;

(3) the selection of competent officials, the proper policing of grounds, etc.

As to school hygiene: Until within a few years school furniture was designed without the slightest regard for the health or comfort of the pupils. I have only to say that I have done my best to correct this, and that the improved furniture has been placed in our new schools. I am informed by the manufacturer that the improvements are being slowly but surely adopted throughout the country.

It will cause surprise, perhaps, to learn that there are still many rooms in the older buildings where the pupils are seated in wrong relation to the light, and that there are still many rooms where all the pupils, short and tall, use the same size chair and desk. I have endeavored, with gratifying success, to have a certain number of these rooms improved in these particulars every year. I think that it is not too much to say that it is now the settled policy to change the furniture or at least the irons in from forty to fifty rooms each year.

Three years ago the eyes and ears of practically all the backward children in the city were examined. Children who were backward by reason of lack of knowledge of English were not examined.

The results were valuable and interesting, but the good of any such examination is nullified to a very great extent by the indifference or the poverty of the parents. Still, I am of the opinion that such an examination should be made periodically; if only a few cases like the following are discovered and benefited it will be worth while: A little girl in Roxbury, nine years of age, had been unable to learn even her letters, and the teachers were convinced that she was a hopeless case. Her eyes were examined, were proved to be defective, were fitted with glasses, and in less than three months she was reading readily words of two syllables and was considered to be above the average of intelligence in her class.

The question of a general examination of the eyes and ears of the pupils was given a good deal of attention. After consulting with some of the most eminent specialists in the city I became convinced that such an examination was inadvisable. The teachers are expected to report cases of nearsightedness, etc., to

the parents, and to request that an examination by a specialist be made. This places the responsibility where, in my opinion, it belongs, that is, if our schools are to be kept free from the taint of the "institution." On the other hand, it is the duty of the city to see that pupils study under the most favorable conditions possible in regard to light. That this was not the case in the older buildings especially a merely superficial examination proved. In some of the rooms in these buildings the pupils read and studied under conditions that were simply distressing. What could be done to make the conditions even tolerable? Four years ago I recommended that the experiment be made of placing so-called prism or ribbed glass in the windows. This was done in a single room in the North End, and in my opinion it was a great success. This system of lighting dark rooms has been extended each year since then, and there are now six buildings with some of the rooms, at least, lighted by this method. As in the case of the unhygienic furniture, it has become the policy of those in authority to select a certain number of rooms each year to be lighted by this system.

In 1899 the Boston Physical Education Society asked permission of the Board to take certain measurements of primary school children, and to be allowed to follow up these measurements semi-annually until the children had completed their course in the grammar schools. It was decided, after a hearing, that the measurements should be taken, but that the work should be done by the Department of Physical Training, the Physical Education Society to have the benefit of the statistics gathered. The measurements are taken in October and May. About 25,000 children were measured. The purpose of the society is to ascertain facts relating to the laws of growth.

It was the custom formerly to close the morning session in grammar schools at one o'clock upon one-session days. This did not seem to me to be good hygiene, and the Board took the same view of the matter and the regulation was amended. The schools now close at twelve o'clock.

It was the custom also in certain districts to open the school buildings to the children at fifteen minutes before the beginning of each session, and no exception was made on account of cold or stormy weather. This did not seem to me a sufficient length of

time, and at my request the regulation was amended. All school buildings are now opened on cold and stormy weather thirty minutes before the beginning of sessions.

I have kept up the practice of giving a series of lectures or talks to those pupils of the Normal School who have chosen gymnastics as their specialty. As may be imagined, considering the press of other duties, they have been nothing more than simple practical talks on school hygiene. Now that the burden of routine work has been lightened by the appointment of another assistant to the director, it will be possible not only to make talks more valuable to the pupils of the Normal School, but to give similar instruction at meetings of grade teachers in different parts of the city.

In summing up what has been done in physical training for the last few years, the important things are: the rapid development in the grammar schools along the line of providing gymnasias for the new buildings and gymnastic apparatus for some of the older ones; the introduction and rapid extension of the work for young men in high schools, and the medical examination of school athletes. In school hygiene the important things are: the improvement of school furniture; the systematic changing of old furniture for new in a certain number of rooms each year; the introduction of ribbed glass; the examination of the eyes and ears of backward children, and the amending of the regulations in two instances.

As to recommendations for the future, it seems hardly necessary to make any. That the work should continue along the present lines; that all new schools should have playgrounds or play-places out of doors, in the basements, or on the roofs; that pupils should be encouraged to use the playgrounds before and after school; that new grammar and high schools should have gymnasias; that buildings of more than two stories in height should have sanitariums on the upper floors; that buildings more than two stories high should have separate and special stairways communicating directly with the yard or with the street. All these and many others seem to me to be self-evident propositions.

Respectfully submitted,

JAMES B. FITZGERALD.

Director of Physical Training.

STATISTICS

FOR THE

HALF-YEAR ENDING JUNE 30, 1903.

REGISTRATION. — 1902-1903.

Pupils registered in the public schools during the year ending June 30, 1903.

DAY SCHOOLS.	Boys.	Girls.	Totals.
Normal, Latin and High	3,269	4,051	7,320
Grammar	24,058	22,886	46,944
Primary	19,367	17,823	37,190
Kindergartens	3,157	3,059	6,216
Special schools and special classes.....	102	99	201
Totals—Day Schools.....	49,953	47,918	97,871
EVENING SCHOOLS.			
High	2,217	2,008	4,225
Elementary.....	6,084	2,848	8,932
Drawing	1,064	209	1,273
Totals—Evening Schools.....	9,365	5,065	14,430
Grand totals.....	59,318	52,983	112,301

EXPENDITURES. — 1903.

Salaries of instructors.....		\$2,426,850 45
“ “ officers.....		80,827 21
“ “ janitors.....		190,506 93
Fuel, gas and water.....		96,394 61
Supplies and incidentals:		
Books	\$74,771 17	
Printing	11,774 85	
Stationery and drawing materials.....	31,802 04	
Miscellaneous items	84,865 18	
		203,213 24
School-house repairs, rents, etc		366,800 00
Expended from appropriation.....		\$3,364,592 44
From income of Gibson and other funds.....		4,175 78
Total expenditures		\$3,368,768 22
School-houses and lots (special).....		945,089 34
Total gross expenditures.....		\$4,313,857 56

INCOME.

Tuition of non-resident pupils	\$20,630 69	
Trust funds.....	26,329 69	
Sale of books	591 32	
State of Massachusetts, travelling expenses.....	2,478 34	
Sale of building and rents.....	334 69	
		50,364 73
Total net expenditures for public schools		\$4,263,492 83

SUMMARY.

June 30, 1903.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR TEACHERS.			Average Number Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	Number at Date.
		Men.	Women.	Total.					
Normal	1	2	11	13	223	217	6	97.3	216
Latin and High.....	12	95	105	200	5,994	5,594	400	93.3	5,681
Grammar	58	126	819	945	41,661	38,213	3,448	91.7	40,691
Primary	688	.....	688	688	32,389	28,176	4,213	86.9	32,355
Kindergartens	89	.....	170	170	4,849	3,577	1,272	73.7	4,558
Totals	848	223	1,793	2,016	85,116	75,777	9,339	89.0	83,901

SPECIAL SCHOOLS.	No. Schools.	No. of Regular Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Horace Mann	1	15	129	108	21	83.7	133
Spectacle Island	1	1	8	8	.....	100.0	12
Evening High, Central.....	1	27	1,845	1,496	349	81.0	
Charlestown Branch.....	.....	9	557	426	131	76.4	
East Boston Branch.....	.....	7	182	139	43	76.3	
Evening Elementary	14	181	3,665	2,557	1,108	69.7	
Evening Drawing.....	6	37	691	498	193	72.1	
Special classes	7	7	94	71	23	75.5	100
Totals	30	284	7,171	5,303	1,868	73.9	

SPECIAL TEACHERS.

Not Included in the Preceding Tables.

	Men.	Women.	Total.
Chemistry: Girls' High School.....		2	2
Roxbury High School.....	1		1
Commercial Branches: Brighton High School.....		2	2
Charlestown High School.....	1	1	2
Dorchester High School.....	2	1	3
East Boston High School.....	1	1	2
English High School.....	1		1
Girls' High School.....		3	3
Roxbury High School.....		1	1
South Boston High School.....		2	2
West Roxbury High School.....	1	1	2
Cookery: Instructors.....		23	23
Drawing: Director and Assistants.....	2	3	5
Dorchester High School.....		2	2
English High School.....	1		1
Roxbury High School.....		1	1
South Boston High School.....		1	1
West Roxbury High School.....		1	1
French: South Boston High School.....	1	1	1
German: Girls' Latin and Girls' High Schools.....	1		1
Household Science and Arts: Roxbury High School.....		1	1
Modern Languages: Assistant Instructors.....	2		2
Music: Director and Assistants.....	5	4	9
Physical Culture: Girls' Latin School.....		1	1
Brighton High School.....		1	1
Dorchester High School.....		1	1
East Boston High School.....		1	1
Girls' High School.....		1	1
Roxbury High School.....		2	2
South Boston High School.....		1	1
West Roxbury High School.....		1	1
Physical Training: Director and Assistants.....	3		3
Sewing: Instructors.....		42	42
Wood-working: Principal, Instructors, and Assistant Instructors.....	8	25	33
Totals.....	29	127	156

NORMAL, LATIN, AND HIGH SCHOOLS.

Semi-annual Returns to June 30, 1903.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Junior-Masters.	Asst. Principals.	Assistants.	Instructors.	Assistant Instructors.	Special Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal.....		223	223		217	217	6	97	1	1			11		
Public Latin.....	528		528	512		512	16	97	1	11	8				
Girls' Latin.....		231	331		312	312	19	94		1			11		
Brighton High.....	83	165	248	79	150	229	19	92	1	1					
Charlestown High.....	51	151	202	47	138	185	17	92	1	2					
Dorchester High.....	257	572	829	242	527	769	60	93	1	4			16		
East Boston High.....	125	210	335	118	199	317	18	95	1	3					
English High.....	689		689	634		634	55	92	1	16	6				
Girls' High.....		801	801		731	731	70	91	1	1	1	21			
Mechanic Arts High.....	580		580	559		559	21	96	1	3	6		5	3	1
Roxbury High.....	147	510	657	138	477	615	42	94	1	3	1	13			
South Boston High.....	156	320	476	139	296	435	41	91	1	3		12			
W. Roxbury High.....	75	243	318	70	226	296	22	93	1	2					
Totals.....	2,691	3,526	6,217	2,538	3,273	5,811	406	93	12	37	39	2	114	5	3

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JUNE 30, 1903.

SCHOOLS.	Whole number at date.										11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	
	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	Whole number at date.														
Normal.....	113	103	.....	.....	.....	.....	.....	216	.....	.....	.....	.....	.....	.....	.....	.....	2	27	58	54	75
Public Latin.....	73	65	62	93	73	57	85	506	.....	.....	.....	2	16	45	73	110	106	72	53	22	8
Girls' Latin.....	23	25	45	62	40	43	77	315	.....	.....	.....	.....	12	25	48	66	61	38	39	21	4
Brighton High.....	88	68	62	19	.....	.....	.....	237	.....	.....	.....	.....	.....	3	17	41	58	56	42	17	2
Charlestown High.....	70	53	45	23	.....	.....	.....	191	.....	.....	.....	.....	.....	3	22	31	52	42	24	13	1
Dorchester High.....	341	231	161	49	.....	.....	.....	782	.....	.....	.....	.....	.....	5	70	154	237	189	91	28	5
East Boston High.....	152	98	55	15	.....	.....	.....	320	.....	.....	.....	.....	.....	5	33	77	104	59	29	9	1
English High.....	351	169	130	30	.....	.....	.....	671	.....	.....	.....	.....	.....	11	85	158	179	125	81	26	5
Girls' High.....	364	173	159	69	.....	.....	.....	765	.....	.....	.....	.....	.....	17	62	147	202	159	108	44	19
Mechanic Arts High.....	230	173	116	22	.....	.....	.....	541	.....	.....	.....	.....	.....	2	20	76	123	142	104	51	12
Roxbury High.....	278	154	130	66	.....	.....	.....	628	.....	.....	.....	.....	.....	2	3	29	79	148	174	111	54
South Boston High.....	161	151	79	26	.....	.....	.....	417	.....	.....	.....	.....	.....	1	13	58	93	107	85	42	13
West Roxbury High.....	152	73	56	25	.....	.....	.....	306	.....	.....	.....	.....	.....	5	22	70	79	70	38	14	6
Totals.....	2,396	1,527	1,100	199	113	100	162	5,897	2	31	137	539	1,102	1,456	1,213	789	370	141	117

NORMAL, LATIN, AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June 30, 1903.

SCHOOLS.	Number of Regular Teachers.	Average Number of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal.....	12	223	18.5
Public Latin.....	19	528	26.3
Girls' Latin.....	12	331	27.5
Brighton High.....	9	248	27.5
Charlestown High.....	10	202	20.2
Dorchester High.....	21	829	39.4
East Boston High.....	10	335	33.5
English High.....	22	689	31.3
Girls' High.....	24	801	33.3
Mechanic Arts High.....	18	580	32.2
Roxbury High.....	19	657	34.5
South Boston High.....	15	476	31.7
West Roxbury High.....	10	318	31.8
Totals.....	201	6,217	30.9

Graduates, June, 1903.

SCHOOLS.	REGULAR COURSE.		FOUR YEARS' COURSE.		Totals.
	Men.	Women.	Men.	Women.	
Normal.....		103			103
Public Latin.....	50				50
Girls' Latin.....		43			43
Brighton High.....	15	46	5	9	75
Charlestown High.....	10	36	4	11	61
Dorchester High.....	36	107	9	28	180
East Boston High.....	21	30	3	7	61
English High.....	109		22		131
Girls' High.....		150		63	213
Mechanic Arts High.....	114		22		136
Roxbury High.....	33	114	9	41	197
South Boston High.....	28	45	7	18	98
West Roxbury High.....	13	41	3	16	73
Totals.....	429	715	84	193	1,421

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principal, June 30, 1903.

SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.	SCHOOLS.	Number of Teachers.	Average number of Pupils.	Number of Pupils to a Teacher.
Adams	11	504	45.8	John A. Andrew	17	773	45.4
Agassiz	16	742	46.3	Lawrence	12	474	39.5
Bennett	13	639	49.1	Lewis	17	814	47.8
Bigelow	17	795	46.7	Lincoln	15	725	48.3
Bowditch	14	660	47.1	Longfellow	12	514	42.8
Bowdoin	11	453	41.1	Lowell	21	991	47.1
Brimmer	12	551	45.9	Lyman	19	882	46.4
Bunker Hill	11	468	42.5	Martin	13	618	47.5
Chapman	15	727	48.4	Mary Hemenway	15	723	48.2
Charles Sumner..	13	606	46.6	Mather	23	1,097	47.7
Ch'st'r Gibson...	20	976	48.8	Minot	8	392	49.0
Comins	12	647	53.9	Norcross	13	567	43.3
Dearborn	18	859	47.7	Phillips	28	1,367	48.8
Dillaway	17	819	48.1	Phillips Brooks.	16	806	53.7
Dudley	18	840	46.6	Prescott	11	493	44.8
Dwight	13	600	46.1	Prince	14	667	47.6
Edward Everett..	13	647	49.7	Quincy	12	539	44.9
Elliot	28	1,232	44.0	Rice	9	423	48.1
Emerson	22	1,052	47.8	Robert G. Shaw.	9	398	44.2
Everett	14	649	46.3	Roger Clap	14	715	51.0
Franklin	17	708	41.6	Roger Wolcott..	15	696	46.4
Frothingham	16	726	45.3	Sherwin	12	545	45.4
Gaston	20	938	46.9	Shurtleff	13	580	44.6
George Putnam ..	10	518	51.8	Thomas N. Hart.	13	624	48.0
Gilbert Stuart	10	482	48.2	Warren	14	609	43.5
Hancock	21	1,042	49.6	Wash. Allston..	26	1,163	44.7
Harvard	13	592	45.5	Wells	22	1,054	47.9
Henry L. Pierce..	16	788	49.2	Winthrop	14	670	47.8
Hugh O'Brien	17	887	52.1				
Hyde	13	595	45.7	Totals	888	41,661	47.0

GRAMMAR SCHOOLS.

Semi-annual Returns, June 30, 1903.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Adams	271	233	504	246	208	454	50	90	1	1	1	9
Agassiz	669	73	742	622	66	688	54	93	1	2	1	13
Bennett	325	314	639	313	295	608	31	95	1	2	1	10
Bigelow	795	.....	795	732	.....	732	63	92	1	2	2	13
Bowditch .....	.....	660	660	.....	613	613	47	91	1	.....	2	12
Bowdoin .....	.....	453	453	.....	402	402	51	89	1	.....	2	9
Brimmer	551	.....	551	499	.....	499	52	91	1	2	1	9
Bunker Hill.....	238	230	468	222	209	431	37	92	1	1	2	8
Chapman.....	363	364	727	337	331	668	59	92	1	1	2	12
Charles Sumner....	320	286	606	301	264	565	41	93	1	1	2	10
Christopher Gibson,	472	504	976	445	468	913	63	93	.....	2	2	16
Comins	295	352	647	274	318	592	55	92	1	1	1	10
Dearborn	488	371	859	444	325	769	90	90	1	1	2	15
Dillaway .....	.....	819	819	.....	736	736	83	90	1	.....	2	15
Dudley	840	.....	840	783	.....	783	57	93	1	2	1	15
Dwight.....	600	.....	600	536	.....	536	64	89	1	2	1	10
Edward Everett	294	353	647	265	316	581	66	90	1	1	2	10
Eliot	1,232	.....	1,232	1,130	.....	1,130	102	92	1	3	1	24
Emerson	573	479	1,052	524	430	954	98	91	1	2	2	18
Everett.....	.....	649	649	.....	586	586	63	90	1	.....	2	12
Franklin .....	.....	708	708	.....	647	647	61	91	1	.....	2	15
Frothingham.....	364	362	726	335	334	669	57	92	1	1	2	13
Gaston .....	.....	938	938	.....	865	865	73	92	1	.....	2	18
George Putnam....	282	236	518	263	216	479	39	92	1	1	1	8
Gilbert Stuart.....	239	243	482	223	218	441	41	91	1	1	1	8
Hancock .....	.....	1,042	1,042	.....	943	943	99	90	1	.....	2	19
Harvard	289	303	592	266	273	539	53	91	1	1	2	10
Henry L. Pierce....	376	412	788	352	369	721	67	92	1	1	1	14

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hugh O'Brien	511	376	887	475	343	818	69	92	1	1	2	14
Hyde		595	595	.....	541	541	54	91	1	....	2	11
John A. Andrew....	443	330	773	414	298	712	61	92	1	1	2	14
Lawrence	474	.....	474	440	.....	440	34	93	1	2	1	9
Lewis	385	429	814	357	388	745	69	92	1	1	2	14
Lincoln	725	.....	725	669	.....	669	56	92	1	2	1	12
Longfellow	276	238	514	263	222	485	29	94	1	1	2	9
Lowell	493	498	991	462	474	936	55	94	1	1	2	18
Lyman	466	416	882	423	369	792	90	90	1	1	2	16
Martin	312	306	618	293	286	579	39	94	1	1	2	10
Mary Hemenway...	340	383	723	314	348	662	61	92	1	1	3	11
Mather	574	523	1,097	535	480	1,015	82	92	1	2	2	19
Minot	189	203	392	179	190	369	23	94	1	1	1	6
Norcross		567	567	.....	505	505	62	89	1	....	2	11
Phillips	1,367	.....	1,367	1,246	.....	1,246	121	91	1	3	1	24
Phillips Brooks	395	411	806	372	379	751	55	93	1	1	2	13
Prescott	240	253	493	213	221	434	59	88	1	1	1	9
Prince.....	283	384	667	256	349	605	62	91	1	1	2	11
Quincy	539	.....	539	468	.....	468	71	87	1	2	1	9
Rice	423	.....	423	382	.....	382	41	90	1	1	2	6
Robert G. Shaw.....	213	185	398	196	168	364	34	91	1	1	3	5
Roger Clap.....	367	348	715	339	312	651	64	91	1	1	2	11
Roger Wolcott.....	345	351	696	323	324	647	49	93	1	2	2	11
Sherwin.....	545	.....	545	504	.....	504	41	92	1	2	1	9
Shurtleff		580	580	.....	517	517	63	89	1	....	2	11
Thomas N. Hart	624	.....	624	599	.....	599	25	96	1	2	1	10
Warren	310	299	609	291	280	571	38	94	1	1	2	11
Washington Allston	565	598	1,163	529	553	1,082	81	93	1	2	2	22
Wells.....		1,054	1,054	.....	960	960	94	91	1	....	2	20
Winthrop		670	670	.....	620	620	50	93	1	....	2	12
Totals.....	21,280	20,381	41,661	19,654	18,559	38,213	3,448	92	57	66	99	723

GRAMMAR SCHOOLS.

Number of Pupils in each Class, whole Number and Ages, June 30, 1903.

Schools.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams	40	45	68	92	89	121	22	477	.....	9	32	76	77	112	76	58	29	8	.....	.....
Agassiz	56	74	85	162	138	192	.....	707	.....	9	85	119	124	136	97	77	39	17	3	1
Bennett	105	104	103	108	111	101	.....	632	.....	10	38	84	112	108	113	85	50	24	5	3
Bigelow	95	121	96	148	163	154	.....	777	.....	17	70	134	144	139	123	107	32	4	1	.....
Bowditch	95	93	90	124	104	103	39	648	.....	10	37	92	101	125	106	77	60	32	5	3
Bowdoin	43	44	83	35	87	97	46	435	.....	4	39	45	66	87	79	70	28	15	2	.....
Brunner	38	46	88	100	96	101	70	539	.....	10	38	87	107	105	86	62	32	8	3	1
Bunker Hill	40	44	66	96	84	110	22	462	.....	8	31	78	84	92	58	63	26	21	1	.....
Chapman	93	80	116	139	147	108	30	713	.....	7	78	104	128	122	130	79	44	18	2	.....
Charles Sumner	81	82	143	108	85	98	.....	597	1	7	41	71	98	110	110	79	63	14	3	.....
Christopher Gibson	118	128	150	170	201	203	.....	970	.....	5	82	134	170	165	142	137	92	37	5	1
Comins	76	95	86	114	111	116	36	634	.....	14	50	110	110	116	135	66	28	4	1	.....
Dearborn	68	88	130	91	195	212	40	824	.....	9	59	121	156	172	162	90	39	12	4	.....
Dillaway	74	96	141	160	154	178	.....	803	.....	13	66	104	122	131	152	112	62	27	12	2
Dudley	72	86	138	155	173	169	49	842	.....	13	82	121	149	157	142	100	55	21	2	.....
Dwight	37	80	80	125	100	107	27	556	.....	6	49	76	98	93	110	72	36	10	5	1
Edward Everett	84	98	104	100	98	146	.....	630	.....	12	62	93	127	98	107	63	51	12	5	.....
Eliot	55	74	94	134	140	283	385	1,165	5	33	66	158	214	213	233	156	57	26	4	.....
Emerson	107	107	186	150	206	225	38	1,019	.....	14	113	148	182	167	160	141	66	24	4	.....
Everett	70	90	102	112	110	104	35	623	.....	4	45	72	93	118	102	86	59	28	12	4
Franklin	81	89	88	140	132	105	37	672	.....	8	51	91	110	136	125	88	47	8	6	2
Frothingham	50	63	110	112	186	157	24	702	.....	21	87	108	125	123	113	76	38	11	.....	.....
Gaston	92	96	141	160	217	211	.....	917	.....	28	111	124	160	146	121	126	73	21	7	.....
George Putnam	40	39	106	111	106	108	.....	510	.....	8	33	66	99	102	90	62	28	16	6	.....
Gilbert Stuart	53	70	68	80	74	110	.....	455	.....	1	44	89	73	68	72	63	32	11	2	.....

Hancock	26	62	91	104	153	198	358	992	2	18	86	156	192	219	186	77	46	9	1	.....
Harvard	52	67	91	107	135	96	31	580	.....	14	48	92	137	101	86	68	34	7	3	.....
Henry L. Pierce	122	84	139	127	148	161	.....	781	.....	20	82	105	126	169	125	121	68	20	4	1
Hugh O'Brien	89	94	126	148	194	207	.....	858	.....	4	67	115	158	160	151	105	62	34	2	.....
Hyde	48	90	117	110	167	111	51	694	.....	21	45	91	121	117	115	91	42	40	9	2
John A. Andrew	54	86	144	97	151	193	33	758	.....	8	68	139	117	151	129	90	36	17	3	.....
Lawrence	51	50	49	81	91	93	31	446	.....	6	36	73	87	89	80	51	18	6	.....	.....
Lewis	105	99	114	165	171	156	...	810	1	20	75	121	136	128	119	101	84	21	3	1
Lincoln	43	87	84	138	164	131	.....	707	.....	24	73	128	119	125	126	68	32	9	3	.....
Longfellow	55	48	87	104	84	127	.....	505	.....	7	46	89	105	79	76	57	32	10	4	.....
Lowell	98	128	142	182	216	207	.....	973	.....	15	93	137	186	185	168	118	58	13	.....	.....
Lyman	50	93	85	140	206	224	69	867	7	42	110	162	145	155	132	80	26	8	.....	.....
Martin	45	82	79	86	145	161	.....	598	.....	8	46	77	108	111	96	83	48	16	4	1
Mary Henpenway	90	80	130	121	141	133	.....	695	.....	7	37	101	121	110	130	105	62	20	1	1
Mather	167	163	138	211	222	154	28	1,083	1	18	115	152	168	173	157	157	94	40	8	.....
Minot	45	68	72	72	60	77	.....	394	.....	10	29	59	69	67	52	56	37	10	4	1
Norcross	43	52	86	97	139	148	.....	565	7	24	70	75	95	94	100	53	36	10	1	.....
Phillips	105	92	143	194	260	301	229	1,324	1	18	102	207	229	235	223	191	82	31	5	.....
Phillips Brooks	126	113	140	141	137	143	.....	800	.....	5	59	130	117	126	138	115	78	28	4	.....
Prescott	48	47	82	65	94	126	.....	462	.....	12	38	82	69	85	70	53	41	10	2	.....
Prince	79	105	110	109	110	105	50	668	.....	4	59	109	111	132	77	92	53	21	9	1
Quincy	39	38	51	105	94	127	70	524	.....	14	44	83	87	96	85	64	29	16	3	3
Rice	41	37	61	81	91	97	.....	408	.....	.....	21	71	77	75	71	45	30	14	4	.....
Robert G. Shaw	43	43	59	83	76	91	.....	395	.....	2	37	71	65	69	63	43	29	14	2	.....
Roger Clap	68	69	126	118	155	167	.....	703	.....	18	69	125	132	107	113	71	47	18	2	1
Roger Wolcott	39	92	107	144	138	185	.....	705	.....	16	72	101	139	129	121	62	46	19	.....	.....
Sherwin	47	46	81	84	92	133	30	513	.....	7	40	77	81	99	86	64	35	19	5	.....
Shurtleff	65	42	95	173	97	97	...	569	.....	15	61	88	103	100	100	60	35	3	4	.....
Thomas N. Hart	62	65	90	126	127	145	.....	615	.....	14	67	97	110	97	87	90	42	9	2	.....
Warren	50	47	107	91	141	128	21	585	.....	15	49	87	106	106	81	69	43	22	5	2
Washington Allston ..	125	159	194	185	185	229	67	1,144	.....	19	109	159	203	217	192	137	74	29	4	1
Wells	55	106	122	191	221	192	130	1,017	.....	24	91	167	176	205	163	140	35	16	.....	.....
Winthrop	61	73	101	94	103	155	57	644	.....	14	41	107	105	137	120	80	30	7	1	2
Totals	3,999	4,639	6,105	7,100	8,016	8,677	2,155	40,691	25	744	3,574	6,138	7,119	7,329	6,768	5,052	2,710	995	202	35

GRAMMAR SCHOOLS.

Graduates, June, 1903.

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	20	20	40	John A. Andrew...	20	34	54
Agassiz	51	.....	51	Lawrence	50	.....	50
Bennett	38	63	101	Lewis	47	55	102
Bigelow	93	.....	93	Lincoln	43	.....	43
Bowditch.....	.....	88	88	Longfellow	22	29	51
Bowdoin.....	.....	43	43	Lowell	48	45	93
Brimmer	37	.....	37	Lyman	20	29	49
Bunker Hill.....	14	23	37	Martin	19	26	45
Chapman	45	46	91	Mary Hemenway ..	33	48	81
Charles Sumner....	47	29	76	Mather	75	85	160
Chris. Gibson	35	77	112	Minot.....	24	20	44
Comins.....	36	40	76	Norcross .....	.....	43	43
Dearborn.....	39	30	69	Phillips	100	.....	100
Dillaway .....	.....	63	63	Phillips Brooks....	54	62	116
Dudley.....	72	.....	72	Prescott.....	17	31	48
Dwight.....	36	.....	36	Prince.....	27	52	79
Edward Everett....	32	50	82	Quincy	39	.....	39
Eliot.....	52	.....	52	Rice	41	.....	41
Emerson	51	53	104	Robert G. Shaw....	19	19	38
Everett.....	.....	70	70	Roger Clap.....	31	35	66
Franklin .....	.....	75	75	Roger Wolcott....	18	21	39
Frothingham.....	22	28	50	Sherwin.....	47	.....	47
Gaston .....	.....	92	92	Shurtleff.....	.....	62	62
George Putnam....	19	21	40	Thomas N. Hart....	62	.....	62
Gilbert Stuart.....	25	25	50	Warren....	21	29	50
Hancock .....	.....	22	22	Wash. Allston.....	56	62	118
Harvard.....	20	32	52	Wells.....	.....	55	55
Henry L. Pierce....	64	53	117	Winthrop....	.....	61	61
Hugh O'Brien	44	42	86				
Hyde .....	.....	42	42	Totals	1,825	2,030	3,855

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1903.

DISTRICTS.	Number of Teachers.	Av. whole Number of Pupils.	Number of Pupils to a Teacher.	DISTRICTS.	Number of Teachers.	Av. whole Number of Pupils.	Number of Pupils to a Teacher.
Adams	10	444	44.4	John A. Andrew	12	569	47.4
Agassiz	8	355	44.3	Lawrence	12	551	45.9
Bennett	10	406	40.6	Lewis	12	553	46.0
Bigelow	12	573	47.7	Lincoln	14	704	50.2
Bowditch	13	673	51.7	Longfellow	9	380	42.2
Bowdoin	10	490	49.0	Lowell	18	860	47.2
Brimmer	6	295	49.1	Lyman	14	630	45.0
Bunker Hill	10	369	36.9	Martin	8	361	45.1
Chapman	9	493	54.7	Mary Hemeuway	11	488	44.3
Charles Sumner ..	9	439	48.7	Mather	17	864	50.8
Christopher Gibson	19	892	46.9	Minot	6	303	50.5
Comins	8	340	42.5	Norcross	11	528	48.0
Dearborn	21	993	47.3	Phillips	5	280	56.0
Dillaway	12	598	49.8	Phillips Brooks,	15	739	49.2
Dudley	16	787	49.1	Prescott	9	384	42.6
Dwight	11	538	48.9	Prince	9	391	43.4
Edward Everett ..	10	473	47.3	Quincy	11	603	54.8
Elliot	16	724	45.2	Rice	6	259	43.1
Emerson	17	819	48.1	Robert G. Shaw,	6	252	42.0
Everett	10	469	46.9	Roger Clap	13	678	52.1
Franklin	14	681	48.6	Roger Wolcott ..	14	652	46.5
Frothingham	12	560	46.6	Sherwin	11	521	47.3
Gaston	9	523	58.1	Shurtleff	7	309	44.1
George Putnam ..	9	407	45.2	Thomas N. Hart,	12	595	49.5
Gilbert Stuart	7	318	45.4	Warren	8	354	44.2
Hancock	28	1,169	41.8	Wash. Alston ..	18	842	46.7
Harvard	11	422	38.3	Wells	39	1,848	47.6
Henry L. Pierce ..	5	224	44.8	Winthrop	6	318	53.0
Hugh O'Brien	13	607	46.7				
Hyde	10	492	49.2	Totals	688	32,389	47.1

PRIMARY SCHOOLS.

Semi-annual Returns to June 30, 1903.

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	10	229	215	444	199	186	385	59	87	334	106	440
Agassiz	8	192	163	355	170	143	313	42	88	285	83	368
Bennett	10	234	172	406	213	151	364	42	89	320	104	424
Bigelow	12	327	246	573	288	210	498	75	87	440	129	569
Bowditch.....	13	345	328	673	308	288	596	77	89	497	156	653
Bowdoin.....	10	270	220	490	232	187	419	71	86	363	113	476
Brimmer.....	6	158	137	295	141	120	261	34	88	239	51	290
Bunker Hill....	10	206	163	369	186	145	331	38	90	298	80	378
Chapman.....	9	242	251	493	206	210	416	77	84	408	94	502
Charles Sumner,	9	228	211	439	199	177	376	63	86	363	95	458
Christ'r Gibson,	19	477	415	892	423	355	778	114	87	739	195	934
Comins	8	190	150	340	160	122	282	58	83	269	68	337
Dearborn.....	21	532	461	993	451	376	827	166	83	713	289	1,002
Dillaway.....	12	287	311	598	252	272	524	74	89	502	104	606
Dudley.....	16	374	413	787	324	351	675	112	86	604	196	800
Dwight.....	11	279	259	538	239	221	460	78	86	420	101	521
Edward Everett,	10	239	234	473	211	199	410	63	87	364	99	463
Eliot.....	16	402	322	724	372	295	667	57	92	511	200	711
Emerson.....	17	447	372	819	390	314	704	115	86	637	169	806
Everett.....	10	217	252	469	184	213	397	72	85	349	116	465
Franklin.....	14	342	339	681	295	292	587	94	86	541	129	670
Frothingham....	12	291	269	560	258	238	496	64	88	447	105	552
Gaston.....	9	260	263	523	230	228	458	65	88	426	94	520
George Putnam,	9	200	207	407	179	182	361	46	89	300	100	400
Gilbert Stuart...	7	155	163	318	136	139	275	43	86	269	60	329
Hancock.....	28	587	582	1,169	524	515	1,039	130	89	838	331	1,169
Harvard.....	11	216	206	422	191	183	374	48	89	358	81	439
Henry L. Pierce,	5	113	111	224	98	93	191	33	85	202	24	226
Hugh O'Brien...	13	390	217	607	348	184	532	75	87	466	140	606

PRIMARY SCHOOLS. — *Concluded.*
Semi-annual Returns to June 30, 1903.

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average absence.	Per cent. of attendance.	Between 5 and 8 years.	Over 8 years.	Whole No at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hyde.....	10	260	232	492	222	196	418	74	85	364	123	487
John A. Andrew....	12	299	270	569	261	226	487	82	86	467	114	581
Lawrence	12	388	163	551	351	146	497	54	90	420	127	547
Lewis.....	12	312	241	553	262	203	465	88	84	461	90	551
Lincoln.....	14	418	286	704	380	250	630	74	89	577	120	697
Longfellow.....	9	182	198	380	156	169	325	55	86	331	50	381
Lowell.....	18	450	410	860	399	351	750	110	87	655	194	849
Lyman.....	14	338	292	630	293	253	546	84	87	536	93	629
Martin.....	8	187	174	361	164	152	316	45	88	278	77	355
Mary Hemenway....	11	254	234	488	216	201	417	71	85	381	118	490
Mather.....	17	470	394	864	408	328	736	128	85	714	146	860
Mnot.....	6	157	146	303	135	121	256	47	84	236	60	296
Norcross.....	11	170	358	528	155	317	472	56	89	429	105	534
Phillips.....	5	142	138	280	127	120	247	33	88	196	84	280
Phillips Brooks.....	15	392	347	739	339	291	630	109	85	575	142	717
Prescott.....	9	197	187	384	176	159	335	49	87	303	82	385
Prince.....	9	187	204	391	159	163	322	69	82	333	100	433
Quincy.....	11	335	268	603	285	230	515	88	85	467	124	591
Rice.....	6	152	107	259	135	91	226	33	87	171	86	257
Robert G. Shaw.....	6	141	111	252	120	92	212	40	84	207	52	259
Roger Clap.....	13	339	339	678	298	279	577	101	85	565	103	668
Roger Wolcott.....	14	336	316	652	293	270	563	89	86	547	120	667
Sherwin.....	11	271	250	521	235	218	453	68	87	384	141	525
Shurtleff.....	7	163	146	309	145	129	274	35	89	245	64	309
Thomas N. Hart.....	12	354	241	595	331	222	553	42	93	494	91	585
Warren.....	8	169	185	354	151	163	314	40	89	273	63	336
Washington Allston,	18	438	404	842	393	335	748	94	89	679	164	843
Wells.....	39	933	915	1,848	831	803	1,634	214	89	1,443	369	1,812
Winthrop.....	6	144	174	318	120	142	262	56	82	255	53	308
Totals.....	688	17,007	15,382	32,389	14,947	13,229	28,176	4,213	87	25,488	6,867	32,355

PRIMARY SCHOOLS.

*Number of Pupils in each Class, whole Number, and Ages,
June 30, 1903.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Adams	104	116	220	440	28	114	96	96	58	35	9	3	1
Agassiz	103	130	135	368	15	96	84	90	57	18	5	2	1
Bennett	94	154	176	424	36	88	96	100	64	32	7	....	1
Blgelow	168	159	242	569	49	114	158	119	82	32	8	5	2
Bowditch	189	195	269	653	39	133	164	161	97	45	11	2	1
Bowdoin	98	142	236	476	20	114	118	111	64	32	14	3	....
Brimmer	82	86	122	290	13	61	90	75	39	11	1	....	....
Bunker Hill..	104	107	167	378	36	86	87	89	43	33	4	....	....
Chapman.....	148	140	214	502	26	121	145	116	64	21	9	....	....
Chas. Sumner,	140	169	149	458	28	99	132	104	69	21	2	3	....
Chris. Gibson,	256	306	372	934	72	185	261	221	133	44	9	8	1
Comins.....	84	125	128	337	25	73	92	79	46	14	5	3	....
Dearborn	226	302	474	1,002	34	217	229	233	145	83	43	13	5
Dillaway	167	180	259	606	58	145	157	142	74	26	3	....	1
Dudley	195	250	355	800	54	193	194	163	115	56	20	5	....
Dwight.....	130	137	254	521	42	126	129	123	63	28	7	2	1
Edw. Everett.	119	142	202	463	36	101	136	91	68	20	7	1	3
Ellot	172	225	314	711	69	158	149	135	119	65	16	....	....
Emerson	212	228	366	806	69	205	195	168	99	47	16	5	2
Everett.....	122	131	212	465	30	81	121	117	68	40	7	1	....
Franklin	144	261	265	670	56	170	145	170	89	29	9	2	....
Frothingham..	132	190	230	552	41	138	158	110	72	30	2	1	....
Gaston	162	160	198	520	33	131	141	121	63	20	9	....	2
Geo. Putnam..	104	154	142	400	20	96	95	89	63	27	8	....	2
Gilbert Stuart.	106	91	132	329	30	70	84	85	37	19	3	1	....
Hancock	274	335	560	1,169	93	269	253	223	193	91	31	12	4
Harvard.....	107	166	166	439	54	100	101	103	57	19	5	....	....
H. L. Pierce...	74	61	91	226	14	61	70	57	17	5	1	....	1
Hugh O'Brien,	142	183	281	606	57	118	152	139	87	38	13	2	....

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five Years and Under.	Six Years.	Seven Years.	Eight Years.	Nine Years.	Ten Years.	Eleven Years.	Twelve Years.	Thirteen Years and Over.
Hyde	134	162	191	487	38	107	110	109	70	38	14	1	....
J. A. Andrew,	159	191	231	581	59	129	148	131	68	29	12	4	1
Lawrence	133	164	250	547	73	127	125	95	74	41	10	1	1
Lewis	158	191	202	551	29	119	188	125	67	22	1	...	....
Lincoln	178	236	283	697	54	176	186	161	83	23	5	7	2
Longfellow ...	85	98	198	381	49	90	104	88	39	9	2	....	....
Lowell	242	265	342	849	61	176	229	189	113	58	11	10	2
Lyman	96	235	298	629	51	173	197	115	74	15	3	1	....
Martin	86	97	172	355	52	84	70	72	41	29	5	2	....
Mary Hemenway	128	154	217	499	41	98	119	123	83	26	7	2	....
Mather	225	233	402	860	81	222	234	177	99	35	8	4	....
Minot	84	81	131	296	25	76	62	73	43	14	....	3	....
Norcross	142	187	205	534	49	141	129	110	69	23	8	3	2
Phillips	52	111	117	280	20	51	59	66	39	36	9	....	....
P'Ups Brooks..	219	210	288	717	62	167	175	171	88	32	16	4	2
Prescott	116	109	160	385	37	87	85	94	45	26	5	6	...
Prince	125	127	181	433	18	96	110	109	83	9	5	2	1
Quincy	192	156	243	591	50	136	123	158	94	21	8	1	....
Rice	86	91	80	257	11	44	54	62	46	27	11	1	1
Rob't G. Shaw,	80	87	92	259	13	62	70	62	40	7	4	1	....
Roger Clap....	192	187	289	668	96	153	175	141	69	22	10	1	1
Roger Wolcott,	198	181	288	667	68	150	167	162	81	31	4	3	1
Sherwin.....	138	179	208	525	79	99	100	106	79	53	9	....	....
Shurtleff	98	94	117	309	37	71	77	60	45	14	4	1	...
Thos. N. Hart,	166	195	224	585	25	167	166	136	65	23	3	....	...
Warren	96	95	145	336	16	81	91	85	44	17	1	1	....
Washington Allston.....	196	305	342	843	65	160	238	216	127	30	7	....	....
Wells.....	479	568	765	1,812	156	433	451	403	243	112	12	2	....
Winthrop	47	96	165	308	37	71	84	63	37	11	3	1	1
Totals.....	8,488	10,110	13,757	32,355	2,629	7,409	8,158	7,292	4,393	1,814	481	136	43

KINDERGARTENS.

Semi-annual Returns to June 30, 1903.

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Percent of Attendance.	No. under 5 Years.	No. 5 Years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams... ..	2	62	50	112	45	33	78	34	70	55	66	121
Agassiz	3	50	49	99	35	33	68	31	69	51	55	109
Bennett	2	25	29	54	18	22	40	14	74	7	50	57
Bowditch	4	54	57	111	40	41	81	30	73	39	66	105
Bowdoin	3	60	57	117	44	38	82	35	70	58	65	123
Brimmer	2	29	23	52	21	14	35	17	67	32	28	60
Bunker Hill..	1	16	12	28	10	8	18	10	64	20	9	29
Chapman	4	67	54	121	49	34	83	38	69	60	61	121
Chas. Sumner,	4	51	50	101	38	36	74	27	73	43	58	101
Christ'r Gibson	6	84	74	158	67	57	124	34	78	56	105	161
Comins	5	76	72	148	56	51	107	41	72	52	96	148
Dearborn	2	27	33	60	17	23	40	20	67	25	35	60
Dillaway	4	58	44	102	44	33	77	25	75	35	66	101
Dudley	4	53	43	96	43	32	75	21	78	44	54	98
Dwight	4	56	48	104	44	37	81	23	78	45	61	106
Edw. Everett..	2	27	34	61	19	23	42	19	69	9	50	59
Elliot	2	26	33	59	21	26	47	12	80	27	35	62
Emerson	3	46	34	80	37	25	62	18	78	35	53	88
Everett	2	22	30	52	15	19	34	18	65	18	33	51
Franklin	2	33	18	51	22	12	34	17	67	26	25	51
Frothingham..	2	30	26	56	24	20	44	12	79	31	26	57
Gaston	2	37	18	55	31	15	46	9	84	27	26	53
Geo. Putnam..	2	30	27	57	23	18	41	16	72	16	39	55
Gilbert Stuart,	3	56	33	89	42	24	66	23	74	47	55	102
Hancock	9	135	160	295	105	126	231	64	78	109	180	289
Harvard	2	22	27	49	16	20	36	13	73	26	24	50
H. L. Pierce ..	2	23	23	46	17	13	30	16	65	26	44	70
Hugh O'Brien,	2	29	20	49	24	18	42	7	85	13	39	52
Hyde	2	25	34	59	18	25	43	16	73	35	29	64
J. A. Andrew,	2	30	28	58	23	20	43	15	74	17	45	62

KINDERGARTENS. — *Concluded.*

DISTRICTS.	Teachers.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Lawrence.....	4	60	41	104	46	30	76	28	73	63	42	105
Lewis.....	3	34	46	80	25	32	57	23	70	20	55	75
Lincoln.....	2	36	20	56	27	14	41	15	73	27	30	57
Longfellow...	2	26	31	57	20	26	46	11	81	35	23	58
Lowell.....	6	85	76	161	58	51	109	52	68	78	85	163
Lyman.....	7	109	100	209	77	68	145	64	69	81	121	202
Martin... ..	2	21	34	55	15	24	39	16	71	25	30	55
Mary Hemen- way.....	2	26	31	57	18	21	39	18	68	18	42	60
Mather.....	2	38	20	58	29	14	43	15	74	17	40	57
Minot.....	2	25	27	52	18	17	35	17	67	12	40	52
Norcross.....	2	24	28	52	20	22	42	10	81	35	18	53
Phillips.....	2	24	29	53	20	24	44	9	83	10	43	53
PhillipsBrooks	4	57	57	114	46	43	89	25	78	57	52	109
Prescott.....	2	27	24	51	20	18	38	13	74	18	38	56
Prince.....	2	19	41	60	16	30	46	14	77	29	45	74
Quincy.....	4	63	47	110	44	34	78	32	71	68	42	110
Rice.....	2	26	27	53	19	19	38	15	72	19	36	55
Robert G. Shaw	3	34	38	72	21	22	43	20	60	35	42	77
Roger Wolcott,	4	52	55	107	36	39	75	32	70	51	60	111
Sherwin.....	4	62	47	109	49	36	85	24	78	40	66	106
Shurtleff.....	1	30	30	60	24	23	47	13	78	27	36	63
Thos. N. Hart,	4	70	39	109	59	33	92	17	84	38	73	111
Warren.....	3	45	48	93	33	35	68	25	73	29	62	91
Washington Allston.....	6	86	80	166	67	60	127	39	77	47	124	171
Wells.....	6	84	88	172	66	65	131	41	76	71	98	169
Totals.....	170	2,502	2,347	4,849	1,881	1,696	3,577	1,272	74	2,037	2,921	4,958

DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.			Under 4 Years.	4 Years.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
Latin Schools.	All Grades ... {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Totals .....	.....	.....	.....	.....	.....	.....	.....	.....
High Schools.	Advanced Class. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Third-year Class. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Second-year Class. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	First-year Class. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Totals .....	.....	.....	.....	.....	.....	.....	.....	.....
Grammar Schools.	Ninth Grade .. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Eighth Grade. {	Boys.	.....	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Seventh Grade {	Boys.	.....	.....	.....	.....	.....	.....	3
		Girls.	.....	.....	.....	.....	.....	.....	.....
	Sixth Grade .. {	Boys.	.....	.....	.....	.....	.....	.....	28
		Girls.	.....	.....	.....	.....	.....	1	29
	Fifth Grade... {	Boys.	.....	.....	.....	.....	.....	22	314
		Girls.	.....	.....	.....	.....	.....	32	353
	Fourth Grade. {	Boys.	.....	.....	.....	.....	7	294	1,328
		Girls.	.....	.....	.....	.....	11	321	1,307
	Ungraded {	Boys.	.....	.....	.....	.....	5	52	126
		Girls.	.....	.....	.....	.....	2	22	86
	Totals .....	.....	.....	.....	.....	.....	25	744	3,574
Primary Schools.	Third Grade .. {	Boys.	.....	.....	.....	6	351	1,568	1,425
		Girls.	.....	.....	.....	12	365	1,512	1,385
	Second Grade. {	Boys.	.....	.....	2	543	2,065	1,673	730
		Girls.	.....	.....	5	480	1,995	1,543	565
	First Grade... {	Boys.	.....	10	1,400	3,376	1,801	539	171
		Girls.	.....	17	1,195	2,992	1,581	462	117
	Totals .....	.....	.....	27	2,602	7,409	8,158	7,292	4,393
	Kinder- gartens.	All Classes.... {	Boys.	120	947	1,276	206	11
Girls.			111	859	1,192	220	16	.....	.....
Totals .....		.....	231	1,806	2,468	426	27	.....	.....
Totals by Ages ...		.....	231	1,833	5,070	7,835	8,210	8,036	7,067

TO AGE AND TO GRADES, JUNE 30, 1903.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
.....	2	16	45	73	110	106	72	53	31	508
.....	.....	12	25	48	66	61	38	39	26	315
.....	2	28	70	121	176	167	110	92	57	823
.....	.....	.....	.....	.....	.....	4	16	39	47	106
.....	.....	.....	.....	.....	.....	18	48	77	95	238
.....	.....	.....	.....	4	11	82	118	126	73	414
.....	.....	.....	.....	1	18	115	217	165	63	579
.....	.....	.....	.....	17	91	177	159	75	40	559
.....	.....	.....	1	29	140	237	235	96	37	775
.....	.....	2	33	177	274	265	147	40	12	950
.....	.....	1	33	190	292	391	161	52	17	1,237
.....	.....	3	67	418	926	1,289	1,101	670	381	4,858
.....	.....	46	270	627	581	394	64	9	.....	1,901
.....	.....	38	275	690	658	334	87	16	.....	2,098
2	53	287	666	765	394	101	10	3	.....	2,281
3	31	293	688	759	429	129	23	3	.....	2,358
36	296	827	946	589	220	32	2	1	.....	2,952
46	343	965	975	564	211	39	10	.....	.....	3,153
308	978	1,101	771	283	66	22	2	.....	.....	3,559
297	1,007	1,093	745	288	64	12	4	1	.....	3,541
1,178	1,228	894	418	151	26	3	.....	1	.....	4,145
1,107	1,189	705	365	98	17	5	.....	.....	.....	3,871
1,408	875	429	197	60	8	3	.....	.....	.....	4,609
1,310	643	317	112	38	7	1	.....	1	.....	4,068
260	271	236	185	73	16	6	.....	.....	.....	1,230
183	205	188	155	67	13	4	.....	.....	.....	925
6,138	7,119	7,329	6,768	5,052	2,710	995	202	35	.....	40,691
756	202	47	14	.....	.....	.....	.....	.....	.....	4,364
598	178	56	18	.....	.....	.....	.....	.....	.....	4,124
209	39	12	5	.....	.....	.....	.....	.....	.....	5,278
183	44	15	2	.....	.....	.....	.....	.....	.....	4,832
34	8	3	1	.....	.....	.....	.....	.....	.....	7,343
34	10	3	3	.....	.....	.....	.....	.....	.....	6,414
1,814	481	136	43	.....	.....	.....	.....	.....	.....	32,355
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,560
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,398
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,958
7,952	7,602	7,196	6,918	5,591	3,812	2,451	1,113	797	441	83,685

EVENING SCHOOLS.

October, 1902— March, 1903.

HIGH AND ELEMENTARY.

SCHOOLS.	Number of Sessions.	Whole Number Registered.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a teacher, exc. Principal.
			Men.	Women.	Total.		
High.....	122	3,082	773	723	1,496	* 27	28
High, Charlestown Branch....	117	770	211	215	426	9	26
High, East Boston Branch.....	73	373	73	66	139	7	24
Bowdoin.....	87	403	.....	184	184	13	16
Comins.....	112	543	99	49	148	11	14
Dearborn.....	107	380	50	40	90	7	15
Elliot.....	122	1,996	494	.....	494	32	15
Franklin.....	122	917	160	171	331	23	15
Hancock.....	122	395	.....	195	195	14	14
Lincoln.....	107	166	46	29	75	6	13
Lyman.....	107	453	75	59	134	9	16
Mather.....	107	243	45	17	62	6	12
Norcross.....	111	606	90	66	156	12	13
Quincy.....	112	660	117	58	175	12	15
Warren.....	117	315	97	54	151	11	15
Washington Allston.....	107	305	67	28	95	7	15
Wells.....	119	1,550	217	50	267	18	15
Totals.....	1,871	13,157	1,614	2,004	4,618	224	22

* Each teacher was in charge of two classes, one of which met on Monday, Wednesday, and Friday evenings, the other on Tuesday and Thursday evenings.

EVENING DRAWING SCHOOLS.

October, 1902—March, 1903.

SCHOOLS.	Number of Sessions.	Whole Number Registered.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
			Men.	Women.	Total.		
Charlestown	66	214	70	7	77	7	13
Columbus avenue.....	66	282	129	1	130	6	26
East Boston	66	135	69	6	75	5	19
Roxbury.....	66	282	92	17	109	6	20
Warren avenue... ..	66	239	43	33	76	5	19
Special Class in Design.....	65	121	17	14	31	2	31
Totals.....	395	1,273	420	78	498	31	20

FRANKLIN MEDALS, PRIZES
AND
DIPLOMAS OF GRADUATION.
1903.

FRANKLIN MEDALS, 1903.

PUBLIC LATIN SCHOOL.

Forrest F. Harbour,
Elmer E. House,
Rufus C. Folsom,

Carl S. Downes,
Maurice Grünberg,
Quincy W. Wales,

Earle L. Legg.

ENGLISH HIGH SCHOOL.

Simon M. Daniels,
Winthrop D. Ford,
Morris Frank,
Isaac Golden,
Harry J. Graham,

Jacob J. Kaplan,
Mark Linenthal,
Harry L. Lurie,
Richard W. Milzner,
Abraham E. Pinanski,

William C. Prout.

MECHANIC ARTS HIGH SCHOOL.

Walter G. Bixby,
Benjamin Bullard,
Otis G. Fales,

Thomas J. Flinn,
Barnett Levy,
Harold S. Osborne,

Rudolph B. Weiler.

PRIZES, 1903.

PUBLIC LATIN SCHOOL.

FROM TWO FUNDS.—One, a gift of several Boston gentlemen in the year 1819, and the other given by the late Abbott Lawrence of Boston, in the year 1845.

FOR EXCELLENCE IN CLASSICS.—Elmer E. House, Forrest F. Harbour, Joseph B. Coolidge, Aaron Prussian, Edwin W. Darling, Wilbur W. Parshley, Leon N. Alberts, Francis J. Connell, Henry T. Schnittkind, Louis W. Hickey, John C. Poland, Jr., Willard L. Mohorter, Joseph Marcus, Joseph W. Finkel, William L. Metzger, Jr., Fabyan Packard, Saul Sharfman.

FOR EXCELLENCE IN MODERN STUDIES. — Rufus C. Folsom, Quincy W. Wales, James P. O'Hare, Ralph M. Corson, Isaiah L. Sharfman, John B. Worcester, Marcus Horblit, Roswell T. Pearl, Charles R. Fisher, William A. Corley, Horace C. Nowlin, Abraham N. Wyzanski, Frederick H. Bond, Albert M. Bierstadt, Roger B. Hill, Herbert L. Pope, Harold L. Bowker.

FOR EXCELLENCE IN DECLAMATION. — *First Prize*. — Alfred L. Benshimol. *Second Prizes*. — Joseph S. Pfeffer, Edward E. Bruce. *Third Prizes*. — William H. Barrow, Isaiah L. Sharfman. *Special Prizes*. — Edward P. Illingworth, Warren J. Bloom.

FOR EXCELLENCE IN READING. — *First Prize*. — Joseph S. Pfeffer. *Second Prizes*. — Alfred L. Benshimol, Isaiah L. Sharfman. *Third Prizes*. — Elmer E. House, William H. Barrow.

FOR EXEMPLARY CONDUCT AND PUNCTUALITY. — Elmer E. House, Carl S. Downes, Rufus C. Folsom, Leonard A. Doggett, John B. Worcester, Leon N. Alberts, Francis J. Connell, Roswell T. Pearl, Henry T. Schnittkind, Louis W. Hickey, William A. Corley, James Humphrey, Jr., Horace C. Nowlin, John C. Poland, Jr., Joseph W. Finkel, Albert M. Bierstadt, Harold A. Murch, Max Levine, Fabian Packard.

FOR EXEMPLARY CONDUCT AND FIDELITY. — Arthur R. Taylor, Ralph D. Leonard, Earl L. Currier, Edwin T. Witherby, Stephen C. Rogers, Clare Wallace, Charles W. Brown, Averille D. Carlisle, Austin W. Cheever, Harrison G. Meserve, Ernest R. Wendenuth, Jr., James P. Foster, Thomas J. Lane, Jr., Thomas L. Redgate, Theodore F. Falvey, Frederick J. Whiteley.

FOR ORIGINAL WRITTEN EXERCISES. — *Second Prize*. — English Essay, Isaiah L. Sharfman. *First Prizes*. — A Translation from Cicero. — Aaron Prussian, Maurice Grünberg. English Poem. — Charles E. Whitmore.

GARDNER PRIZE. — From a fund given by pupils in New York and Boston of the late Francis Gardner, formerly head-master of the school.

ORIGINAL ESSAY. — American Dramatic Poetry. — Carl S. Downes.

DERBY PRIZE. — From a fund left by the late Elias H. Derby.

No award this year.

NICHOLS PRIZES. — From the income of a fund given by J. Howard Nichols of Newton, in memory of his son.

First Prize. — Quincy W. Wales. *Second Prize*. — Charles E. Whitmore.

HONORABLE MENTION OF PUPILS WHO HAVE BEEN CONSPICUOUS DURING THE ENTIRE COURSE.

FOR PUNCTUALITY. — William J. Foley, Frederick W. Newcomb.

FOR GOOD CONDUCT. — Harry F. Gould, Quincy W. Wales.

FOR MILITARY DRILL. — These prizes are awarded at the Annual Prize Drill, from funds contributed by the school.

First Prize. — Co. A, Capt. William J. Shanahan, Lieuts. Frederick W. Newcomb and Arnold W. Heath.

Second Prize. — Co. B, Capt. Elmer E. House, Lieuts. Harold E. Wilson and Arthur A. Andrews.

First Prize to Pony Companies. — (E. F. G.). Co. G, Capt. William B. Mahar, Lieuts. Frederick W. McAvoy and Arthur R. Taylor.

Eccellence in Manual of Arms. — *First Prize.* — Sergt. John H. Ramsey. *Second Prize.* — Sergt. Philip P. Marlon.

Eccellence in Drumming. — *First Prize.* — John R. Ford.

Eccellence on the Bugle. — Frank A. Willis.

ENGLISH HIGH SCHOOL.

From a fund given by the late Abbott Lawrence of Boston, in the year 1844.

FOR ESSAYS. — *First Prize.* — Mark Linenthal (Senior Class).

FOR READING. — *First Prizes.* — Charles W. Wellington (Middle Class), William A. Lee (Senior Class). *Second Prizes.* — Russell Appleton (Senior Class), Ernest W. Beck (Middle Class), Lewis A. Braman (Post-Graduate), Joseph F. McEnroe (Junior Class), Benjamin P. Rathkowsky (Senior Class), Daniel Harris (Post-Graduate).

FOR DECLAMATION. — *Special Prize.* — Albert G. Wolff (Middle Class). *First Prizes.* — Daniel Harris (Post-Graduate), Ernest W. Beck (Middle Class), Donald V. Baker (Senior Class). *Second Prizes.* — Morris E. Poppelhower (Junior Class), Arthur F. Newell (Middle Class), Morris Soperstein (Post-Graduate).

FOR PHONOGRAPHY. — *First Prizes.* — Harry J. Graham (Senior Class), Vernon L. H. Pratt (Senior Class), Samuel Cohen (Junior Class). *Second Prizes.* — William C. Prout (Senior Class), Arthur F. Newell (Middle Class), John J. Fogarty (Junior Class).

FOR FRENCH. — *First Prizes.* — Mark Linenthal (Senior Class), Rene H. Burlingame (Middle Class). *Second Prizes.* — Jacob J. Kaplan (Senior Class), Samuel Levine (Middle Class), Isaac Goldberg (Junior Class), Albert A. Shapira (Junior Class).

FOR SPANISH. — *First Prizes.* — Arthur F. Newell (Middle Class), Simon M. Daniels (Senior Class).

FOR GERMAN. — *First Prize.* — Richard W. Milzner (Senior Class). *Second Prize.* — Joseph F. Vaas (Middle Class).

FOR DRAWING. — *First Prizes.* — William P. Callahan (Senior Class), Frank W. Sharman (Senior Class). *Second Prizes.* — Harold B. Grouse (Senior Class), Le Roy J. Briggs (Senior Class).

FOR ALGEBRA. — *First Prize.* — David M. Bissett (Junior Class). *Second Prizes.* — Edwin M. Robinson (Junior Class), George I. Whitman (Junior Class).

FOR PHYSICS. — *First Prize.* — Isaac Gerber (Post-Graduate). *Second Prize.* — Jacob J. Kaplan (Senior Class).

FOR CHEMISTRY. — *First Prize*. — Herman W. Mahr (Post-Graduate). *Second Prizes*. — Morris Frank (Senior Class), Abraham E. Pinanski (Senior Class).

FOR DEPARTMENT AND SCHOLARSHIP. — (Senior Class). — William A. Minton, Louis R. Lampie, Bernard Polimer, Stephen L. Maloney, Ludwig T. Bengston. (Middle Class). — Robert T. McCance, David Cohen, Samuel Levine, Arthur F. Newell, Samuel Rosenthal. (Junior Class). — Allen F. McLane, Abram H. Ginzberg, Samuel Cohen, Hymen J. Epstein, George M. Leghorn, John F. Fogarty, Albert A. Shapira, George I. Whitman, Abraham M. Ferar, Gabriel A. Beckhard.

FOR DEPARTMENT AND FIDELITY. — (Senior Class). — Harold G. Gallagher, Morris M. Aisner, William C. Taylor, Walter C. Allen, Fred B. Babcock. (Middle Class). — Earl R. Hamilton, Joseph F. Vaas, Abram J. Knoring, John L. Sullivan, Harry Dickson. (Junior Class). — William E. Thomas, Lawrence T. Hemmenway, John P. Manning, Francis A. Whiteley, Julius Aisner, Charles Goggio, James E. McKenna, William A. Brunner, Francis Follen, Arthur D. Anderson, Joseph F. McEnroe.

FOR MILITARY DRILL. — These prizes are awarded at the Annual Prize Drill, from funds contributed by the school.

FIRST REGIMENT. — *First Prize*. — Co. A, Capt. Harold B. Grouse, Lieuts. Albert H. Roth and Jacob Schwartz. *Second Prize*. — Co. B, Capt. Harold W. Smith, Lieuts. Alfred J. Eichler and Harry J. Blake.

Pony Prize. — Co. E, Capt. George W. Boland, Lieuts. James J. Sullivan and Joseph G. Homer.

Individual Competitive Prizes. — *First Prize*. — Sergt. John J. Fitzpatrick, Co. A. *Second Prize*. — Sergt. George F. McDougall, Co. D.

THIRD REGIMENT. — *First Prize*. — Co. A, Capt. Everett W. Abbott, Lieuts. Montgomery S. Gibson, Jr., and Max Weiss. *Second Prize*. — Co. C, Capt. Herbert C. York, Lieuts. Harry H. Hunter and Paul S. Mosser.

Pony Company Prize. — Co. F, Capt. Charles E. Barry, Lieuts. Simon Kaplan and Daniel J. Buckley.

Individual Competitive Prizes. — *First Prize*. — Sergt. Marcus D. Martin, Co. C. *Second Prize*. — Corp. Frederick L. Lyons, Co. B.

Drumming Prize. — Charles A. Prevoa.

DIPLOMAS OF GRADUATION, 1903.

NORMAL SCHOOL.

Girls.

Rosalie Y. Abbot,
Clara H. Allen,
Ida E. Ansley,
Theresa V. Arato,
Catherine P. Bishop,
Mabelle L. Boyer,
Alice D. Burke,
Alice M. Cahill,
Mary A. Cahill,
Emily A. Carter,
Margaret T. Casey,
Adelaide M. Clarke,
Ethel M. Coe,
Anna M. Cogan,
Mabel A. Collins,
Sara H. Colman,
Minnie B. Conant,
Anna F. Cotter,
Jennie G. J. Cox,
Marguerite C. Cronan,
Lena A. Crowe,
Sara D. Davidson,
Helen F. Davol,
B. Pearl Dougher,
Mary A. Dunican,
Marion R. Fenno,
Agnes C. Flynn,
Grace E. Fogg,
Alicia G. Frawley,
Sarah E. French,
Clara E. Glover,
Harriet A. Glover,
Helen J. Gormley,
Miriam C. Gray,
Jennie A. Green,
Elizabeth E. Haggerty,
Ethelyn C. Hallstrom,

Jennie N. Haxton,
Adelaide B. Hearn,
Grace A. T. Hefron,
Rosalind W. Henderson,
Florence M. Homer,
Blanche G. F. Horner,
Ella G. Jenkins,
Mary Kelly,
Bessie E. Kennedy,
Margaret M. A. Kennedy,
Minnie A. Kennedy,
Sarah B. C. Lane,
Lena Lee,
Amy H. Lothrop,
Eva H. S. Lucas,
Susan H. Lynch,
Annie C. MacDonald,
Lucy A. Mackenzie,
Mary A. Mahoney,
K. Gertrude Marden,
Gertrude E. Mayo,
Katharine V. McBreen,
Lillian A. McCall,
Margaret C. McCloskey,
Mary E. McCormick,
Katherine A. McMurry,
Josephine L. Meade,
C. Isabel Mention,
Anna F. Moran,
Margaret C. Murdoch,
Alice D. Murley,
Theresa C. Murray,
Mabel J. Neil,
Elizabeth W. O'Connell,
Annie P. O'Hara,
Gertrude O. Oppenheim,
Mary M. Oswald,
Imogene L. Owen,
Angela M. Pearce,
Mary M. Phelan,

Lucille Pitts,
 Caroline R. Pulsifer,
 Lillie M. Redfern,
 Martha L. Reid,
 Ethel G. Ross,
 Anna I. Ryan,
 Gertrude B. Sanderson,
 Jennie L. Shackley,
 Catherine G. Sheahan,
 Gertrude M. Sias,
 Ethel F. Smith,
 Lillian M. Smith,
 Beatrice E. Strong,
 Henrietta L. Stumpf,
 Anna L. Sullivan,
 Gertrude F. Sullivan,
 Josephine F. Sullivan,
 Rosella V. Sweeney,
 Mary A. L. Timony,
 Mary E. Towne,
 Pauline E. Voelpel,
 Julia C. Walker,
 Helen M. Waterman,
 Mary A. Watson,
 Fannie W. Weeks,
 Helen M. West.

PUBLIC LATIN SCHOOL.

Boys.

Charles A. Anderson,
 Arthur A. Andrews,
 William J. A. Bailey,
 Alfred L. Benshimol,
 Edward L. Carey,
 Francis J. Comerford,
 Harley P. Cook,
 Harlow B. Daly,
 Carl S. Downes,
 Francis M. Doyle,
 David V. Fitz Gerald,
 John J. Fletcher,
 Edward F. Foley,
 William J. Foley,
 Rufus C. Folsom,
 Harry F. Gould,
 Maurice Grünberg,

Thomas J. Haulon, Jr.,
 Forrest F. Harbour,
 Elmer E. House,
 Wilfred B. Keenan,
 Rupert E. L. Kittredge,
 Howard A. Lanpher,
 Earle L. Legg,
 Ralph D. Leonard,
 Frank D. Littlefield,
 John G. Long,
 Daniel M. Lyons,
 Jerome A. Macdonald,
 Frederick W. McAvoy,
 Alfred R. McIntyre,
 Earle H. McMichael,
 Edwin A. Meserve,
 Frederick H. Middleton,
 Courtland G. Morse,
 Charles J. Mundo,
 Frederick W. Newcomb,
 James F. Newcomb,
 Charles J. O'Donnell,
 Edward F. Overn, Jr.,
 Joseph S. Pfeffer,
 Warren W. Reed,
 Arthur M. Sullivan,
 Arthur R. Taylor,
 John T. Tobin,
 Quincy W. Wales,
 Walter G. Wehrle,
 Charles E. Whitmore,
 Harold E. Wilson,
 Joseph F. Wogan.

GIRLS' LATIN SCHOOL.

Rita G. Baker,
 Marian W. Berry,
 Edith E. Black,
 Mary F. Brown,
 Gertrude C. Cate,
 Beatrice A. Clark,
 Anna F. Cummings,
 Clementine S. Dominique,
 D. Moore Dunn,
 Genevieve Elder,
 Olivette A. Fraser,
 Eleanor T. Gillett,

Maude E. Hathaway,
 Henrietta E. Helmboldt,
 Elizabeth Hinckley,
 Anna C. Hockenberry,
 Mira E. Kimball,
 Harriet E. Kingsbury,
 Mildred A. Leonard,
 Edith H. Merrill,
 Marion L. Morrill,
 Helen B. Morse,
 Bertha R. Nichols,
 Alice B. Pickett,
 Dorothy Pope,
 Alice A. Puffer,
 Helen D. Ripley,
 Hilda M. Rosencrans,
 Elizabeth P. Ross,
 Edith B. Shalit,
 Margaret M. Smith,
 Ella E. Spry,
 Vera E. Stiebel,
 Frances H. Tetlow,
 Eleanor S. Trafton,
 Helen A. Treadwell,
 Harriet M. Tufts,
 Flora R. Van Noorden,
 Amy L. Wallon,
 Helen F. Warren,
 Cora Weise,
 Ellen B. White,
 Barbara F. Woodbury.

BRIGHTON HIGH SCHOOL.

SECOND DIPLOMA.

Boys.

Lester W. Brock,
 J. Baldwin Bruce,
 J. Harold Jordan,
 Harry S. McDevitt,
 Frank W. Woodlock.

Girls.

Jessie A. Adams,
 Gertrude V. Burke,
 Mary A. Cunningham,

Ellen E. Ellis,
 Lucy A. Keegen,
 Maude Leatherbee,
 Ermyn G. Nicholl,
 Mary E. Ross,
 Vira F. Stowe.

FIRST DIPLOMA.

Boys.

Frank E. J. Burns,
 John J. Corkery,
 Alfred C. DeLang,
 James E. Edwards,
 Bowman C. Ellis,
 Arthur F. Kenney,
 John G. Macdonald,
 Dennis F. Mannion,
 Frederick E. Mawson, Jr.,
 Henry A. Morrissey,
 Percy E. Nute,
 Frank J. Reynolds,
 Edward T. Ryan,
 Arthur E. Skillings,
 Ernest W. Turner.

Girls.

Ruth M. Barber,
 Edith Carroll,
 Helen T. Clayton,
 Annette Connors,
 Hazel A. Cooke,
 Eva A. M. Cooper,
 Agnes M. Coyle,
 Florence C. Currier,
 Ruth Davenport,
 Bertha E. Davis,
 J. Florence Eldredge,
 Ethel M. Evans,
 E. Gertrude M. Floyd,
 Gertrude F. Flynn,
 Zaidee E. Godfrey,
 Ada G. Gurney,
 Gertrude M. Haley,
 Martha E. Hamblin,
 Grace M. Hemming,
 Dorothy Hill,

Marion E. Jones,
Beatrice M. Jordan,
Bernice M. Jule,
Mary L. Keefe,
Georgia A. Littlefield,
Janet C. Lunt,
Maude E. Marshall,
Grace M. Metcalf,
Helene C. Newgent,
Jessie M. Nutter,
Theresa A. O'Connell,
Genevieve O'Neil,
Iva L. Purrington,
Florence E. Sawins,
Grace C. Shaw,
Sarah E. Shine,
Annie E. Spence,
Clara M. Spence,
Helen A. Taylor,
Fannie W. Topham,
Edith M. Underwood,
Catherine V. Walsh,
Florence B. Warren,
Beatrice J. Watt,
Mary B. White,
Ethel F. Young.

CHARLESTOWN HIGH
SCHOOL.

SECOND DIPLOMA.

Boys.

John F. Callahan, Jr.
Caleb H. Clark,
William J. Smith,
Frederic P. Thomas.

Girls.

Sadie L. Dennis,
Regina M. Hart,
Eleanor A. Larivee,
Mary MacDevitt,
Bessie M. Mason,
Katheryn E. Quigley,
Marion B. Robinson,
Margaret A. Sullivan,

Grace A. Tully,
Elizabeth J. Turnbull,
Jennie A. Tyrrell.

FIRST DIPLOMA.

Boys.

Donald Buckley,
Louis J. Grandison,
Roland J. Macdonald,
M. Francis McGrath,
William M. Phelan,
Willard L. Prescott,
Leo E. Sweeney,
John F. Toland,
Albert C. Ward,
George E. Ward.

Girls.

Katherine F. Baker,
Gertrude M. Barry,
Vashtie M. Coates,
Elinor G. Cowan,
Irene B. Cox,
Lillian M. Dorman,
Gertrude L. Drew,
Sadie M. Finn,
Agnes T. Fitzgerald,
Louise M. Fitzpatrick,
Mary A. Fouhy,
Margaret P. Hayes,
Blanche E. Hills,
Annie V. Hogan,
Anna H. Horan,
Caroline E. Kelley,
Clara F. Lundgren,
Mary A. MacLaughlin,
Angie M. Maxfield,
Mary A. McCarthy,
Mary M. McCarthy,
Etta C. McNamara,
Annie B. McNeil,
Esther L. McNellis,
Agnes M. Murphy,
Margaret M. O'Connor,
Nora C. O'Donoghue,
Theresa M. O'Keefe,
Edna A. Ricker,

Frances B. Rosatto,
 Honora A. Scott,
 Mary E. Shannon,
 Ethel R. Simonds,
 Gertrude E. Welch,
 Veta L. I. Young,
 Mary F. Zimmerman.

DORCHESTER HIGH SCHOOL.

SECOND DIPLOMA.

Boys.

Joseph A. Cliff,
 John J. Cummings,
 Albert G. Eldridge,
 Warren B. Follansbee,
 Walter L. Hannan,
 Harold L. Hopgood,
 Charles M. Phipps,
 William H. Scannell,
 William F. Sheehy.

Girls.

Edith L. Abbott,
 Caroline B. Besarick,
 Katherine C. Brady,
 Margaret R. Dwyer,
 Sarah H. Franz,
 Louise Graham,
 Margaret E. Green,
 M. Alice Hagarty,
 Teresa C. Hoyer,
 Mabel H. Hunt,
 Sadie Joski,
 Mary L. Kelly,
 Marie L. Mahoney,
 M. Louise McGrath,
 Ethel R. Moulton,
 Catherine J. Norton,
 Martha A. Norton,
 Teresa E. M. Pastene,
 Ruth M. Peters,
 Charlotte Rafter,
 Dora A. Reid,
 Mary C. Robinson,

Katharine A. Rogers,
 Marion L. Taylor,
 M. Esther Tillman,
 Grace D. Upham,
 Mabel F. Vinal,
 Edna L. Williams.

FIRST DIPLOMA.

Boys.

George W. Barker,
 Carl E. Brazer,
 Joseph W. Butler,
 Gerard Chapin,
 Harry A. Clark,
 Thomas Connelly,
 Morris M. Corlew,
 Henry C. Drown,
 Paul A. Esten,
 Thomas J. Farrell,
 Lawrence C. Fuller,
 Nelson O. Hamlin,
 Benjamin A. Healey,
 Paul H. Heimer,
 Custis E. Huebener,
 Reginald Hurd,
 Follett I. Isaacson,
 Ralph B. Jacobs,
 Harold P. Jenks,
 Charles G. Kelley,
 Harry C. Knox,
 Chester F. B. Lewis,
 James H. MacGaregill,
 Peter F. McCarty,
 Lewis S. McQuade,
 Joseph C. Ohlund,
 Henry C. Patten,
 Arthur W. Ross,
 Gustavus F. Sargent,
 Albert E. Schallenbach,
 Fred W. Strobel,
 Edward J. Voye,
 F. Edwin Walter,
 Paul G. White,
 Walter T. Wiley,
 Otis E. Winegar.

Girls.

Pearl H. Adams,
Eugenia Ayer,
Helena R. Baldrey,
Dorothy M. Barton,
Margaret B. Bellamy,
C. Helen Bridge,
Alice B. Bufford,
Agnes C. Burr,
Robertina M. Campbell,
Anna V. Carroll,
Grace M. Cavanagh,
Edith M. Chick,
Clara G. Clarke,
Emily J. Cline,
Ethel M. Coleman,
Grace L. Crosby,
Mae C. Cummings,
Karla A. Dahldorff,
Ethel A. Damon,
Jessie C. Davidson,
Marjorie K. Davie,
Belle M. Derby,
Frances G. Dixon,
Frances E. Donahue,
Mary M. Donahue,
Gertrude K. Donovan,
Helen Duncan,
Agnes L. Farren,
Martha J. Fearing,
Louise A. Fenton,
Mary E. Flynn,
Nellie E. Forsyth,
Clara M. Fuller,
Amy B. Gammon,
Gertrude M. Glynn,
Ethel A. Grant,
Ethel M. Griffiths,
Mildred E. Grush,
Vera F. Guild,
Marion E. Haines,
Grace R. Hallett,
Mary T. Hanlon,
Anna L. Hansbury,
Edith M. Harris,
C. Edna Huebener,
M. Josephine Hunter,

Louise A. Kammerlee,
Gertrude J. Keefe,
Katharine G. Kelly,
May L. Kenney,
Jessie J. Lake,
Sigrid T. Larson,
Mary E. Leahy,
E. Louise Longley,
Eleanor L. Lyons,
Bertha M. Mackin,
Lilly W. Magnuson,
Agatha B. Mahoney,
Elizabeth K. Maley,
Margaret S. Mansfield,
Irene E. W. Mason,
Edwina M. McCabe,
Agnes McCloskey,
Marguerite H. McDermott,
Josephine Merrick,
Mary A. Mitchell,
Aline Morey,
Vera A. Mott,
Marion H. Naylor,
Grace C. Nichols,
Irma P. Norris,
Carolyn D. Nutt,
Elizabeth G. O'Connell,
Gertrude M. O'Malley,
Marion E. Parsons,
Lillian G. Pattinson,
Eva Perry,
Harriet M. Pingree,
Elsie L. Poole,
Miriam E. Pope,
Pauline F. Rafter,
Marion Renfrew,
Florence Rice,
Gertrude Riley,
Eva M. Robinson,
Annie F. Rogers,
Nettie Rothblum,
Ethel M. Sargent,
Elsa L. Schultz,
Bessie J. Smith,
Grace K. Smyth,
Elizabeth J. Sullivan,
Mary C. Sullivan,

Rachel Swain,
Ella W. Thayer,
C. Edith Tufts,
Marion R. Vinal,
M. Anna Weeks,
Hazel B. Wells,
Grace L. White,
L. Sadie White,
Alice C. Whittimore,
Esther M. Whittredge,
Carlotta B. Williamson,
Edna Willis,
Natalie S. Witt,
Helen M. E. Wray.

EAST BOSTON HIGH SCHOOL.

SECOND DIPLOMA.

Boys.

Annice A. Anderson,
Samuel R. Coghlan,
Charlton D. Putnam,
David Rines.

Girls.

Regina P. Horton,
Agnes M. Mahoney,
Aloyse M. Owen,
Mildred B. Sargent,
Maude Sprague,
Agnes G. Strong.

FIRST DIPLOMA.

Boys.

William T. Bennett,
Thomas F. Brunton,
Fred S. N. Erskine,
Joseph A. Fitzpatrick,
Harry M. Gilstein,
Arthur N. Godinski,
Robert E. Gowell,
Harold P. Gurney,
Charles D. Kissock,
Matthew J. Lambert,
Henry P. McLaughlin,
M. Joseph Naiherseg,
John T. O'Connell,

John J. O'Donnell, Jr.,
Peter H. O'Neil,
Jeremiah L. Shea,
William I. Staples,
Oliver E. Story,
J. Albert Taylor, Jr.,
John W. Thornton,
William F. Whitehead.

Girls.

Exve C. Anderson,
Muriel E. Bissett,
Mary E. Conlin,
Mabel G. Finlay,
Hattie E. Fowles,
Stella Goostray,
Edith E. Graham,
Bertha L. Greenwood,
Fannie M. Gueth,
Anna Gustafson,
Harriet M. Gustowski,
Florence A. Halsall,
Mary W. Hines,
Mary M. Hogan,
Helen L. Leahy,
Mary E. Lechan,
Elsie M. Littlefield,
Marion J. McConnell,
Violet M. Nevins,
Mabel A. O'Connell,
Ethel A. Owen,
Helen E. Parker,
Lillian N. Parsons,
Fannie A. Pinanski,
Alice M. Plunkett,
Hattie M. Prior,
Bertha M. I. Rausch,
Martha E. J. Rausch,
Mary J. Sadler,
Myrtle W. Webster.

ENGLISH HIGH SCHOOL.

SECOND DIPLOMA.

Boys.

Edwin D Boles,
Lewis A. Braman,

Charles W. Coffin,
 Patrick J. Collins,
 Griffith C. Evans,
 Edward J. Fayne,
 James K. R. Gamage,
 Isaac Gerber,
 Abraham E. Goldberg,
 Daniel Harris,
 William T. Johnson, Jr.,
 Robert D. Kenyon,
 Mark Linenthal,
 Harry Lipsky,
 Augustus Loschi,
 Herman W. Mahr,
 Paul Nettle,
 Rufus G. Pendleton,
 William J. Putnam,
 Charles Shapiro,
 Myer H. Slobodkin,
 Samuel Starr.

FIRST DIPLOMA.

Boys.

Everett W. Abbott,
 Morris M. Aisner,
 Walter C. Allen,
 Robert J. Alter,
 Albert Astrim,
 Fred B. Babcock,
 Donald V. Baker,
 Charles E. Barry,
 Ludvig T. Bengtson,
 George F. Benson,
 Harry J. J. Blake,
 George W. Boland,
 LeRoy J. Briggs,
 Lewis L. Broydrick,
 William P. Callahan,
 Harold L. Carter,
 Roger I. Clapp,
 James F. Comerford,
 William F. Costello,
 Edward D. Curley,
 Simon M. Daniels,
 Dwight Dickinson, Jr.,
 Enslo S. Dixon,
 John A. Donoghue,

Cornelius J. Donovan,
 William F. Driscoll,
 Alfred J. Eichler,
 Herbert C. Elton,
 Albert G. Emery,
 Harold P. Farrington,
 John D. Fogarty,
 Winthrop D. Ford,
 Morris Frank,
 Edward J. Geishecker,
 Chester F. Gibbons,
 Isaac Golden,
 Max Goldfarb,
 Harry J. Graham,
 Harold B. Grouse,
 Charles A. Hagman,
 Clarence H. Haines,
 James C. Hammond,
 Russell J. Hammond,
 Coleman Hands,
 John C. Hardy,
 Arthur J. Hennigan,
 Joseph G. Homer,
 Clarence D. Hunter,
 Harry H. Hunter,
 Albert G. Huxley,
 Vincent H. Jacobs,
 William F. Kane,
 Jacob J. Kaplan,
 Simon Kaplan,
 Joseph B. Kelly,
 Carl C. Laier,
 William H. Lamond,
 Louis R. Lampie,
 Philip Levy,
 J. Herbert Lindsay,
 Mark Linenthal,
 Harry L. Lurie,
 William R. Lutz,
 Albert Mack,
 James J. Mahler,
 Stephen L. Maloney,
 Robert J. Maynard,
 William J. McAuliff,
 Charles J. McNulty,
 Joseph Milton,
 Richard W. Milzner,

William A. Minton,
 Herbert A. Mintz,
 William P. Monahan,
 J. Louis Monarch,
 William E. Moning,
 Paul S. Mosser,
 Francis J. Norton,
 John E. O'Brien,
 Harry Olinsky,
 Francis M. O'Neil,
 Abraham E. Pinanski,
 Bernard Polimer,
 William C. Prout,
 Lazarus Radlo,
 Benjamin P. Ratkowsky,
 John J. Riley,
 James E. Roche,
 Albert H. Roth,
 William L. Roth,
 Louis H. Rubinovitz,
 Frank W. Sharman,
 Allie A. Silverstein,
 Herbert B. Slater,
 Harold W. Smith,
 Morris Soperstein,
 Leo S. Stone,
 John L. Sullivan,
 Jacob Swartz,
 Victor H. Tarlinsky,
 William C. Taylor,
 William A. Tobin,
 Carroll L. Trafton,
 Fred W. Watts,
 Abraham H. Weinstein,
 Max Weiss,
 Lloyd P. Williamson,
 William S. Winslow,
 Robert L. Woodbury,
 Morris E. Wyner.

GIRLS' HIGH SCHOOL.

SECOND DIPLOMA.

Dora Askowith,
 Mary T. Baker,
 Agnes N. Bonython,
 Margaret M. Brennan,
 Alice S. Bryant,

Esther M. Buchan,
 Mamie B. Burnham,
 M. Theresa Cahill,
 Jacqueline Carroll,
 Alice M. Colbert,
 Anna M. Cook,
 Elleanor P. Cox,
 Annie E. Dennis,
 Elizabeth A. Donahue,
 Mary A. Dorgan,
 G. Florence Dunn,
 Ella M. Fay,
 Frances M. Flanagan,
 Geraldine U. Fox,
 Elsie M. Gannon,
 Alice B. Goodrich,
 Grace M. Goodrich,
 Irene E. Gordon,
 Molly G. Gould,
 Jennie M. Gray,
 Julia V. Guiney,
 Florence M. Hales,
 Grace D. Hall,
 Mary M. Hayes,
 Katherine E. Hurley,
 Edna M. Hurlin,
 Ella M. Hutchins,
 Clara L. Jones,
 Hedwig Kaminsky,
 Mary E. Keenan,
 Mary H. Keenan,
 Frances E. Kelly,
 Edith M. Littlefield,
 Mary E. McCarthy,
 Eleanor L. McGourty,
 Eva M. Neth,
 Elizabeth B. Nichols,
 Linda C. O'Dowd,
 Mary J. O'Neil,
 C. Aleda Perkins,
 Edna M. Plummer,
 Gertrude A. Poor,
 M. Cecilia Power,
 Rosemary K. Purcell,
 Ruth Raymond,
 Katherine R. Reddick,
 Blanche Richardson,

Edith M. Robertson,
M. Teresa Sheerin,
Florence E. Shelley,
Rebecca F. Silbert,
Clara A. L. Smith,
Ethel L. Teaffe,
Haidee M. Tozier,
Elizabeth F. Upham,
Ethel M. Watson,
E. Maude Welsh,
Geneva West.

FIRST DIPLOMA.

Mary E. Ahern,
Harriet M. Allison,
Hazel G. Armstrong,
Elizabeth B. Babcock,
Mildred O. Banks,
C. Alice Barnes,
Mary T. Borden,
Mary A. Brannack,
Marguerite V. Brickley,
Helen I. Bridge,
Miriam J. Bronski,
Etta Brownstein,
Emma A. Brust,
Helen M. Bucknam,
Lura A. Bugbee,
Dora Burnce,
Ellen A. Burns,
Bertha V. Burrell,
Eleanor P. Carberry,
Mary C. Carr,
R. Emily Carson,
Anna A. Cassidy,
Helen S. Chapman,
Lillian B. Clapp,
Alice T. Clark,
Annie E. Coleman,
Alice M. Conley,
Agnes E. Conlon,
Mary Crampton,
Mary E. Crowley,
Elizabeth R. Cushing,
Frances E. Dailey,
Mary A. Davis,
Julia M. Derby,

Maude G. De Shon,
Louise M. De Voto,
Emma F. Ditchett,
Mary E. G. Doherty,
Margaret M. Dowd,
Roseanna M. Dowd,
Mary A. Edwards,
Celia B. Epstein,
Effie L. Evans,
Susan S. Faden,
Jessie E. Fish,
Alice M. Flanagan,
Celia B. Fleischer,
Annie C. Förbes,
Mary A. Ford,
Mary M. French,
Anna F. Gallagher,
Mary A. Geishecker,
Miriam Ginsburg,
Catherine F. Glassett,
Mary M. Glennon,
Agnes R. Godding,
Ida S. R. Goldberg,
Anna F. Gorman,
Mary E. E. Gorvin,
Hila A. Govan,
Anna J. F. Halpin,
Josephine Harrington,
Rose G. Harris,
May Harty,
Eunice C. Hearn,
Hilda A. Hedstrom,
Matilda Heinrich,
Sadie G. Hill,
Minnie Horne,
Nellie V. Hughes,
Ethel Hurd,
Martha L. Ireland,
Sarah Isenberg,
Mary E. Jenkins,
Martha B. Johnson,
Eva S. Jones,
Elmira C. Keene,
Mary F. Kelley,
Marguerite R. Kenneally,
Rose S. Lamborghini,
Ella V. Leary,

F. Rita Le Blanc,
 Corinne Levy,
 Ida H. Lewinson,
 Margaret C. Linehan,
 Sara E. L'Orange,
 Louise S. Lotterhand,
 Martha C. Lowe,
 Myrtle M. Mann,
 Lenore F. McCarthy,
 Mary I. McCarthy,
 Eleanor V. McCormick,
 Bessie C. McGaw,
 Alicia T. McKechnie,
 Sadie M. McKenna,
 Mary M. McLaughlin,
 Anna L. McMurry,
 Elizabeth A. McNamara,
 Mary A. McNamara,
 Anne E. Monahan,
 Martha M. Morrison,
 Mary C. Mulholland,
 Alice M. Murphy,
 Mary A. Murray,
 Jennie H. Nichols,
 Annie G. Noonan,
 Margaret M. O'Brien,
 Mary E. A. O'Connell,
 Susau F. O'Donnell,
 Mary E. O'Hara,
 Mary G. O'Neil,
 Elizabeth I. O'Neill,
 Mary J. O'Neill,
 Eleanor M. Osterberg,
 C. Alberta Parker,
 Jennie C. Pouznar,
 Lucretia D. Pratt,
 Elizabeth L. Prendergast,
 Mary R. Quinn,
 Evelyn L. Rand,
 Jennie Reed,
 Bertha C. Reynolds,
 Florence C. Ritchie,
 Jessie S. Roche,
 Anna B. M. Rogean,
 Katharine A. Rogers,
 Celia Saffran,
 Louise C. Scannell,

Anna L. Schubert,
 Rose Shapiro,
 Gertrude F. Sheerin,
 Edith E. Shelley,
 Caroline E. Shute,
 Bertha Silverman,
 Alma E. Sjobeck,
 Mary E. Smith,
 Gertrude Stone,
 Katharine M. Sullivan,
 Grace B. Tighe,
 Caroline J. Trommer,
 Eugenia P. Turney,
 Constance M. Walsh,
 Amy A. Watkins,
 Fannie Webb,
 Nina I. C. Wetmore,
 Gladys L. White,
 Harriet White,
 Miriam White,
 Clara R. Weil,
 Jessie M. G. Wilkinson.

MECHANIC ARTS HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Harris R. Bailey,
 Frank E. Berry,
 Frank C. Bowden,
 Daniel B. Brickley,
 Carleton Burrier,
 Harry R. Crohurst,
 Michael F. Curran,
 Ernest F. Davis,
 William J. F. Doherty,
 Edward A. Drugan,
 Allan H. Duke,
 Richmond C. Farwell,
 George L. Gahm,
 Harry R. Hall,
 Frederic Hinckley,
 William H. Jones,
 Max Osgood,
 Theodore H. Stegmaier,
 Albert F. Stevenson,

Albert I. Strobel,
Edward J. Tully,
William Wallace.

THIRD-YEAR CLASS.

Boys.

Gardiner Allen,
William B. Allen,
William H. Allyn,
Louis Barnett,
Louis J. Barry,
Frederick E. Bartels,
Walter G. Bixby,
Augustus B. Booth,
Arthur E. Brackett,
Ernest W. Bradeen,
Walter E. Briggs, Jr.,
Benjamin Bullard,
John D. Calder,
Clarence Cate,
Richard Chapell,
G. Hobart Chapman,
Chalmers S. Clapp,
George A. Clatur,
George S. Coleman,
John M. Colony,
Grover J. Connell,
Charles A. Corrigan,
James A. Cox,
Dale C. Crosby,
William O. Currier,
Frank M. Curtis,
Llewellyn D. Davenport,
Luther Davis,
Frank H. Derby,
Harold O. Dicker,
Joseph T. Dizel,
Charles F. Doble,
Walter F. Dooley,
Norman E. Dresser,
John F. Dwight, Jr.,
Albert J. Eichorn,
Francis J. Emery,
Thomas A. English,
Charles F. Ernst,
Otis G. Fales,

Louis F. Fernands,
Everard T. Finley,
Thomas J. Flinn,
Wallace S. Fowler,
Walter A. Fox,
Paul Frederick,
Harry G. Frothingham,
Frank I. Gallagher,
Ernest G. Genoud,
Max A. Greenburg,
Peter J. Gulesian,
Francis P. Hammatt,
Lawrence Hammell,
Percy L. Handy,
Edward S. Harrington,
Raymond E. Henchey,
Harold P. Henderson,
Arthur T. Hinckley,
Walter Hindenlang,
Alfred R. Hunter,
Henry J. Kent,
Horace E. Kent,
Harold W. Krogmann,
Barnett Levy,
Clarence M. Lewis,
Henry N. Lockwood, Jr.,
Joseph Macksey,
Aldis B. Martin,
Thorndike DeV. Martin,
Paul S. Maxwell,
Charles R. McLellan,
Albert E. Menzel,
Charles F. Menzel,
Fred L. Mitchell,
Frank H. L. Montgomery,
Walter S. Moore,
Joseph E. Murphy,
Francis J. Murray,
Albert F. H. Neil,
Arthur Neilson, Jr.,
Nathaniel F. P. Nichols,
C. Francis O'Connell,
Edward F. Orchard,
Harold S. Osborne,
Oliver H. Page,
Cedric Powers,
George S. Ramsdell,

George P. Reynolds,
 Roger C. Rice,
 Otto R. Rietschlin,
 Clarence L. Robinson,
 J. Stewart Rogers,
 Frank Ross,
 Joseph Ryan,
 Huntington Sanford,
 John D. Savage,
 Rens E. Schirmer,
 Lawrence W. Smith,
 Howard C. Soule,
 John P. Stark,
 Otto Stuetzel,
 Walter K. Tavender,
 Herbert C. Taylor,
 Robert M. Thomson,
 Franklin T. Towle,
 Richard F. Tracey,
 Chester C. Webster,
 Sumner S. Weil,
 Rudolph B. Weiler,
 William E. Weinz,
 James W. West,
 Roy A. L. Wholley,
 Charles A. J. Winchester,
 Clarence J. Young,

ROXBURY HIGH SCHOOL.

SECOND DIPLOMA.

Boys.

Joseph H. Amsbury,
 Edgar B. Ayer,
 Joseph F. Curley,
 Earl P. Freese,
 Bernard S. Harrison,
 Byron P. Luce,
 Harry J. McNamara,
 Ralph E. Rice,
 George W. Tilley.

Girls.

Dorothy A. Asheim,
 Bertha L. Bates,
 Mary M. Brawley,
 Elizabeth H. Briggs,

Adele M. Comer,
 Mary V. Cronin,
 Evelyn Curley,
 Helen Darrow,
 Marjorie Fairbanks,
 Helen E. Ganiard,
 Eloise Gerry,
 Ruth B. Gibson,
 E. Pauline Gillette,
 Helen G. Gormley,
 Helen E. Hermes,
 Marion E. Hutchinson,
 Rose G. Keenan,
 Anna J. Lang,
 Gertrude P. Levin,
 Rena Lewis,
 Lavinia M. MacLean,
 Grace E. Maloney,
 Alice Moore,
 Anna E. Moran,
 Bertha E. Morgan,
 Charlotte L. Murphy,
 Katharine R. Murphy,
 Grace M. Neagle,
 Bertha F. Newell,
 Teresa J. O'Connor,
 Laura L. Paine,
 Elizabeth F. Reilly,
 Esther Reilly,
 Selma Rogers,
 Rachel Rosenthal,
 Alice M. Russell,
 Edith M. Shepard,
 Fanny Shine,
 A. Evelyn Stewart,
 Sarah E. Stock,
 Pearl R. Tishler.

FIRST DIPLOMA.

Boys.

Joseph Beal,
 Charles E. Bee,
 Charles H. Brackett,
 Max Burkhardt,
 Francis W. Carret,
 Joseph A. Cashin,

Kittredge B. Clifford,
 Joseph F. Curley,
 Gilmore C. Dickey,
 Edward Früh,
 Joseph F. Gallagher,
 Clifton G. Gillpatrick,
 Karl D. Godfrey,
 Charles F. Graham,
 Arthur D. Hall,
 Charles R. Joy,
 Charles R. Mabie,
 Ralph H. Marston,
 Clinton J. Masseck,
 William C. Mills,
 George L. Mitchell,
 James P. Mountain,
 Stanley H. Packard,
 John V. Peard,
 Horace Remillard,
 Lester A. Rosenthal,
 Chester O. Sanford,
 Percy R. Seamon,
 Robert P. Stearns,
 William H. Sydeman,
 Meldon M. Sylvester,
 Theodore S. Tworoger,
 Charles B. Wiggins.

Girls.

Fannie L. Abell,
 Sarah E. Augusta,
 Helen J. Bacon,
 Bertha M. Badger,
 Violet E. Barry,
 Marion H. Bell,
 Beatrice Berenson,
 Jeannette M. Bergman,
 Mary E. Bisbee,
 Adelaide M. Blouin,
 Annie L. Brackett,
 Evangeline R. Bridge,
 Alice L. Brummett,
 Mary L. Burton,
 Mary L. C. Campbell,
 Edna M. Cann,
 Katherine M. Cannon,
 Georgie G. Cassidy,

Margaret Comstock,
 Edith L. Coombs,
 Stella L. Cooper,
 Mary F. Curley,
 Cora B. Davis,
 Margaret M. Dever,
 Edna G. Dinsmore,
 Esther G. Donovan,
 M. Gertrude Donovan,
 Caroline E. Dornbach,
 Alice K. Dowd,
 Annie M. Driscoll,
 Anna D. Duggan,
 Emily M. Duggan,
 Pearle M. Dunbar,
 Edith G. Everton,
 Margaret S. Everts,
 Mary T. Fallon,
 Blanche J. Fisher,
 M. Evelyn Fitzsimmons,
 Helene F. Forbes,
 Celia Freed,
 Ruth G. French,
 Mary I. Fussell,
 Caroline E. Goehl,
 Lillian R. A. Guinan,
 Josephine W. Hadcock,
 Florence P. Hale,
 Florence Haskin,
 Annie F. Healey,
 Agnes H. Heath,
 Ellen A. Heffernan,
 Marie G. Hennigan,
 Eva Hirshon,
 Madeline G. Hitchcock,
 Ethel L. Holman,
 Rosella F. Howard,
 Cora B. Jewell,
 Joanna A. Johnson,
 Mary L. Kelly,
 Pauline Kolsky,
 E. Pauline Lascelles,
 Anna L. Lawless,
 Mabel S. R. Laws,
 Mary L. Lennon,
 Adèle V. Leonard,
 Etta Levine,

Susie E. Lillie,
 Etta M. Lowe,
 Ethel M. Lunt,
 Alice V. Lynch,
 Anna G. Lynch,
 Mary T. Lynch,
 Elinor Maher,
 Mabel M. Margeson,
 Marion L. Mathison,
 Gertrude L. McCormick,
 Caroline Miller,
 Annetta E. Mohr,
 Bertha E. Morgan,
 Annie F. Morris,
 Claire H. Mundo,
 Florence M. Murphy,
 Bertha A. Myers,
 Annie A. Newcomb,
 Bertha Nurenberg,
 Anna F. O'Toole,
 Olive M. Peacock,
 L. Pearl Porter,
 Florence G. Rayner,
 Mary J. Reidy,
 Zana F. Richardson,
 Florence A. Robinson,
 Katherine L. Ryan,
 Ida L. Schuller,
 Emilia E. Schwörer,
 Grace A. Shedden,
 May E. M. Sheenan,
 Bertha Slutzki,
 Ina M. Small,
 Marjorie L. Spalding,
 Gertrude P. Stephan,
 Henrietta I. Sydeman,
 Rena M. Thacher,
 Mary A. Thomas,
 Blanche M. Thompson,
 Emma G. Tighe,
 Margaret W. Torrey,
 Linnie E. Towle,
 Virginia B. Walker,
 Mary A. Walsh,
 Amy B. Wetmore,
 Amy K. Wilkinson,
 Madge A. Williams,

Nettie N. Woodbury,
 Rachel L. Wyner.

SOUTH BOSTON HIGH SCHOOL.

SECOND DIPLOMA.

Boys.

Jeremiah V. Brosnahan,
 Herbert F. Callahan,
 Joseph A. Lally,
 John E. Leahy,
 Leander A. McDonald,
 Michael J. Redding,
 James F. Sterritt.

Girls.

Mary L. Brennan,
 Estelle C. Chase,
 Rose A. Collins,
 Mary K. Corbett,
 Margaret A. Cotter,
 Theresa M. Cotter,
 Geraldine I. Donoghue,
 Margaret M. Downing,
 Agnes G. Fitzsimmons,
 Susan C. Griffin,
 Louise C. Keyes,
 Grace V. Meehan,
 Mary L. Moran,
 Mary L. Murphy,
 Mary E. Murray,
 Agnes T. Nolan,
 Gertrude A. Power,
 Gertrude V. Reilly.

FIRST DIPLOMA.

Boys.

Walter I. Baxter,
 Herbert E. Bishop,
 Martin B. Buckley,
 William J. Byrnes,
 James F. Delaney,
 M. Charles Dowling,
 William J. Foley,
 Patrick A. Green,
 Fred A. Keyes,

James A. Kiley,
 James J. King,
 Joseph P. Kirby,
 George W. McCue,
 Leander A. McDonald,
 James T. McGrath,
 John A. Mullen,
 John M. Neagle,
 Richard P. O'Donnell,
 Daniel V. O'Flaherty,
 Dennis E. Porter,
 William J. Renison,
 John J. Ruddick,
 Paul J. Scanlon,
 Philip E. A. Sheridan,
 Frederick A. Smith,
 James F. Sullivan,
 John J. Sullivan,
 Edgar R. Walker.

Girls.

Florence M. Barry,
 Rose Bernard,
 Marion B. Bonney,
 Mary L. Burke,
 Claire M. Byrne,
 Annie C. Coffee,
 Annie F. Coleman,
 Mary F. Coleman,
 Mary K. Corbett,
 Grace F. Cunningham,
 Mary M. Doherty,
 Katherine R. Donovan,
 Martha Ellison,
 Millie G. Emery,
 Mary E. Ferris,
 Margaret L. G. Fitzgerald,
 Margaret M. Foley,
 Gertrude G. Hartnett,
 Emeline L. Howe,
 Annie E. Hurder,
 Christie A. Jennings,
 Effie G. Johnson,
 Annie K. Kalber,
 Edna S. Kean,
 Katherine E. Keefe,
 Catherine G. Kelleher,

Florence J. Kelly,
 Anna M. Loney,
 Maude E. Lutton,
 Mary T. Mahoney,
 Jane B. McKeon,
 Mary F. McLaughlin,
 Frances A. McMahon,
 Helen E. Moore,
 Annie M. Oskinis,
 Mary A. Scanlon,
 Mary T. Sherry,
 Honora Stack,
 C. Grovenia Stewart,
 Mary A. Sullivan,
 Eileen A. Sweeney,
 Mabel S. Sweeney,
 Katherine F. Tierney,
 Ruth H. Walker,
 Grace V. Walsh.

WEST ROXBURY HIGH
 SCHOOL.

SECOND DIPLOMA.

Boys.

George D. Cutler,
 George J. Ganer,
 A. Stanley MacInnis.

Girls.

Anastasia C. Breen,
 Blanche L. M. Charlton,
 Laura F. Haley,
 Julia M. Halligan,
 Anna Harris,
 Anna C. M. Hartnett,
 Hildur C. Johnson,
 Annie E. Killion,
 Anna J. Lynch,
 Jennie G. Maguire,
 Jessie M. Plaisted,
 Mary C. Rogers,
 Alice G. Ryan,
 Blanche A. Spencer,
 Lillian G. G. Vackert,
 Clara S. Ziersch.

FIRST DIPLOMA.

Boys.

William B. Bell,
 Charles R. Berry,
 William C. Connolly,
 D. Thomas Curtin,
 Harrison Dunham, Jr.
 Thomas H. Finigan,
 Andrew Hamilton,
 Henry J. Keane,
 Louis E. Mettling,
 Gustaf Nissen,
 Henry A. Schneider,
 Isador Siskind,
 George E. Ware,

Girls.

Lila L. Ahlberg,
 Mabel M. Ammidown,
 Laura B. Bagnall,
 Helen C. Barnett,
 Alice E. Buff,
 Grace N. Caiger,
 Irene M. Callaghan,
 Ethel D. Clark,
 Margaret L. Cosgrove,
 Edna G. Doulan,
 Pauline E. Durfee,
 Thirza B. Fairbanks,
 Margaret M. Geegan,
 Charlotte M. Greene,
 Louise A. Grützbach,
 Emily G. Hayden,
 Amelia Hiltz,
 Marguerite F. Lally,
 Helen Loring,
 M. Gertrude Macaulay,
 Emily M. MacDonald,
 Grace J. Mahoney,
 Margaret L. McFarland,
 Helena B. McGinnis,
 Catherine M. McMurrrough,
 Caroline L. Messinger,
 Mary I. F. Montgomery,
 Florence H. Morse,
 Carrie M. Murray,

Ellen V. Nugent,
 Agnes T. O'Connor,
 Josephine M. O'Connor,
 Emily V. Osgood,
 Josephine I. Schlimper,
 Ione S. Schmidt,
 Annie C. Shea,
 Lillian A. Smith,
 Florence H. Spear,
 Lucy S. Stebbins,
 Mabel Swift,
 Theresa E. A. Wright.

ADAMS SCHOOL.

Boys.

James B. Cummings,
 John W. Day,
 Emilio F. Disario,
 Terrance L. Duffy,
 John Dunlop,
 Henry L. Hamilton,
 John A. Knudson,
 Philip Larsen,
 Henry J. Learned,
 Joseph M. Levine,
 Harry I. Magid,
 Carl A. Maxx,
 Fred W. McIntyre,
 Gardner N. Nelson,
 James E. Owens,
 Carl W. Schupbach,
 Nels R. Swenson,
 Frank W. Treadwell,
 John A. Visconti,
 Louis Wolfson.

Girls.

Annie Bornstein,
 Susan A. Butler,
 Margaret A. Cavanagh,
 Sarah E. Davis,
 Lillian G. Dillaway,
 C. Maud Downing,
 Annie Grimm,
 Annie Grund,
 Lillian G. Hughes,

Mamie B. Klarfaen,
 Bertha M. Knudsen,
 Mary M. Lee,
 Jennie Levitt,
 Clara P. Moore,
 Alice S. Nelson,
 Annie E. O'Neil,
 Alva M. Peterson,
 Sarah L. Robinson,
 Edith E. Stewart,
 Mary R. White.

AGASSIZ SCHOOL.

Boys.

George Adams, Jr.,
 Albert L. Anderson,
 Stephen D. Bacigalupo,
 James G. Barnes,
 Ernest W. Beck,
 Berto Bernazzani,
 William J. Berry,
 George A. Cahill, Jr.,
 William E. Connell,
 Augustus P. D'Arcy,
 Henry G. Doyle,
 Harold R. A. Evans,
 Edward Flynn,
 William H. Gately,
 Frederick W. A. Gilcher,
 John A. Gillis,
 Bernard A. Godvin,
 Henry Goodman,
 Arthur J. Hassett,
 Fred Haudel,
 Joseph E. Havens,
 Fred H. Hitchcock,
 Philip P. Kelley,
 Lawrence B. Killian,
 Philip H. Knight,
 Thomas A. Leonard,
 John J. A. Lydon,
 Richard E. Mark,
 John O. Martin,
 Hugh J. McGinniss,
 James T. McNulty,
 Sigfrid L. Mellin,

Earl G. Morris,
 William V. Murphy,
 Charles A. Newman,
 John A. Olsson,
 Arthur J. Perry,
 Harry Petersen,
 Ernest L. Pierce,
 Edward G. Post,
 Edwin Pulster,
 John H. M. Ratigan,
 Arthur B. Richards,
 John J. Rogers,
 Paul A. Schubert,
 William H. Smith,
 Roger B. Stone,
 John F. Warren, Jr.,
 George Whitman,
 Rembrandt I. P. Wilson,
 Raymond C. Wyman,

BENNETT SCHOOL.

Boys.

William F. Alexander,
 Wallace L. Barker,
 Clifton A. Barrett,
 William G. Barron,
 Elmer F. Bodge,
 John M. Bolger,
 Michael J. Brady,
 Karl H. Brock,
 Cornelius H. Casey,
 Edward F. Clark,
 John W. Corcoran,
 Thomas W. Dargin,
 Charlie D. Driscoll,
 Harry F. Eames,
 A. Earle Hart,
 Lawrence R. Kelly,
 William E. Kennedy,
 George H. Keylor,
 Frank S. Larkin,
 Thomas McDevitt,
 John H. Moore,
 William H. Muldoon,
 Walter V. Neal,
 Thomas D. O'Hara,

Kenneth R. Perry,
George A. Rogers,
Thomas P. Rogers,
Clarence W. Roys,
Linwood L. Spencer,
Daniel F. Sullivan,
John Taylor,
John H. Van Etten,
Harry E. Watts,
Henry Welch,
Leon A. Whitaker,
Benjamin H. White,
George W. Willey,
Reginald H. Wisbach.

Girls.

Abbie L. Achorn,
Louise E. Barrett,
Mary E. Barrett,
Etta M. Brophy,
Mary A. Brophy,
Margaret J. Cameron,
Helen E. Canney,
Eleanor M. Christie,
Edna A. M. Clark,
Alice E. Coughlin,
Gertrude C. Cunningham,
Edith C. Cutler,
Lillian W. Cutler,
Ruth G. Cutler,
Ellen M. Dalton,
Louise Davis,
Ruth Elliott,
Mary A. G. Farley,
Margaret Fitz Gerald,
Helen M. Flaherty,
Martha E. Flaherty,
Helen E. Franklin,
M. Margaret Gaffey,
Julia F. Gillen,
Ellen J. Gleason,
Effie W. Hall,
Mary E. Hatch,
Agnes M. Hickey,
Mildred Hood,
Marion E. Hubbard,
Rose A. Jacobs,

Alice Jordan,
Irene V. Lindsey,
Albertine Lockwood,
Agnes T. Lynch,
Anna C. McCarthy,
Loretto F. McCarthy,
Winifred McDermott,
Helen F. McGovern,
Gertrude B. McNamara,
Mary E. Merrill,
Laura I. Miller,
Mary R. Morrison,
Florence E. Oakland,
Nora A. O'Brien,
Mary A. Parks,
Sigrid K. Pedersen,
Anna C. Peterson,
Mary E. Phelan,
Catherine F. Reynolds,
Sarah D. Roach,
Nora T. Rutledge,
Mary A. Shine,
Edna F. Sizer,
Grace A. Sizer,
Mary A. Skehan,
Gertrude M. Sullivan,
Corinne P. V. Sutherland,
Lilly M. Turner,
Catherine F. Walsh,
Bessie E. Warren,
Florence O. Wentworth,
Elizabeth White.

BIGELOW SCHOOL.

Boys.

Thomas P. Ahearn,
Lester D. Allen,
George F. Barry,
Joseph E. Barry,
William Bartholomew,
William J. Beary,
Morris Bloom,
J. Vincent Brennan,
James V. Broderick,
John J. Brunick,
Edward T. Burns,

Walter C. Byrnes,
 Charles J. Casey,
 John J. Conley,
 Patrick J. Conroy,
 Francis L. Coughlin,
 Timothy J. F. Coughlin,
 William E. Coughlin,
 John F. Cummings,
 Robert J. Cummings,
 Henry T. Curtis,
 Daniel L. J. Daly,
 John T. Donahue,
 Charles A. Draheim,
 Herman W. Draheim,
 Felix Dushewich,
 Charles H. Egan,
 Frederick J. Evans,
 Chester E. Fitch,
 William F. Fitzgerald,
 Lawrence V. Flaherty,
 James F. Flynn,
 Martin V. Foley,
 Edward A. Franzeim,
 Daniel H. Freeman,
 Joseph W. Gaughen,
 James A. Geehan,
 Leslie C. Hansalpakar,
 Thomas F. Harrington,
 Daniel J. Hart,
 Martin T. Hart,
 Frank F. Hayes,
 James A. Hennessey,
 Dennis F. Hines,
 James J. Hoey,
 Charles A. Horan,
 Henry F. Horgan,
 Jeremiah F. Hurley,
 David Irvine,
 Paul J. Jakmauh,
 Joseph F. Keleher,
 Arthur J. King,
 Thomas W. Kivlan,
 Charles L. Lamb,
 George V. Lawrence,
 Samuel Lipson,
 Andrew A. Lyons,
 Walter T. Mason,

Eugene J. McCarthy,
 Francis M. McDermott,
 Thomas F. McDevitt,
 James R. McGrann,
 John M. L. McGrath,
 Frank C. McLeod,
 Geoffrey H. Morrison,
 Vincent L. Moynihan,
 Frederic J. Muldoon,
 Frank P. O'Brien,
 William F. O'Brien,
 Francis V. O'Donnell,
 William A. O'Neill,
 Thomas H. Oram,
 William H. Perring,
 John J. Phillips,
 William A. Podolske,
 Edwin M. Reed,
 Edward J. Reilly,
 Allan Rosenthal,
 John J. Ryan,
 Edward L. Savoy,
 William J. Schifferdecker,
 Francis M. Sennott,
 Michael J. Sheedy,
 Joseph L. Sheehan,
 George W. Sloan,
 Robert H. Sloane,
 George J. Sullivan,
 John F. Sullivan,
 John Tierney,
 William G. Totske,
 George M. Waggett,
 James J. Waters,
 William J. Williams.

BOWDITCH SCHOOL.

Girls.

Signe L. M. Ahlberg,
 Josephine M. Albrecht,
 Ebba J. Anderson,
 Harriet M. Barry,
 Alice L. Beck,
 Anna Becker,
 Laura C. Breivogel,
 Helen H. G. Brown,

Marguerite C. Browne,
 Marguerite A. Cahill,
 Bessie Campbell,
 Gertrude J. Casey,
 Elizabeth L. Chapman,
 Mary P. Chisholm,
 Eva H. Churchill,
 Helen E. Cilley,
 Lizzie R. Coburn,
 Anna L. Condry,
 M. Gertrude Corkum,
 Maude Coulsey,
 Mildred M. Curley,
 Grace R. Curtin,
 Marguerite A. Curtis,
 Ruth L. A. Daymond,
 Emma M. Denkinger,
 Catharine H. Donahue,
 Marie L. Duval,
 Clare S. English,
 Priscilla A. Faulkner,
 Ursula C. Fernekees,
 Lena M. Finnity,
 Madelaine B. Fisher,
 Mary S. Fiske,
 Ellen J. Ford,
 Clara E. Gebauer,
 Evelyn W. Graham,
 Daisy B. Grose,
 L. Bertha Hesselschwerdt,
 E. Genevieve Hunter,
 Ida S. Hyneman,
 Mildred H. Inslee,
 Helen L. Kelly,
 Doris Kennard,
 Helen J. L. Kennelly,
 Frances R. Kidder,
 Mary T. Killion,
 Mary L. Knodell,
 Jane V. Krause,
 Mary E. Lamb,
 Irene M. Leister,
 Gertrude E. Lennon,
 Annie L. Leonard,
 Ailee M. Lindauer,
 Helen G. Mackay,
 Caroline M. Magner,

Elizabeth L. McCormack,
 Marie M. McLaughlin,
 Jeannette F. McNulty,
 Alice L. Molineux,
 Alice J. Mosely,
 Loyola H. Murphy,
 Stella Murray-Stanton,
 Malin C. Nordlund,
 Margaret L. Perry,
 Doris A. Plank,
 Ethel M. Post,
 Mary M. E. Post,
 Anna W. Pumphrey,
 Louise R. Rogers,
 Julia A. Ronan,
 Fannie Rosenstein,
 Isabella E. Sellars,
 Bessie L. Sherburne,
 Catherine M. Smith,
 Bertha L. Soule.
 Hazel C. Steadman,
 Anna T. Steinauer,
 Gladys Toward,
 Rose L. Travers,
 Beatrice B. Underwood,
 Hazel M. Underwood,
 Bessie E. Weir,
 Ida C. West.
 Mary J. West,
 Jean H. Westwood,
 Hazel G. Whelpley,
 Ethel M. White.
 Mary J. Wright.

BOWDOIN SCHOOL.

Girls.

Mary E. Boles,
 Katherine M. Bottini,
 Sarah Brest,
 Evelyn M. Burke,
 Annie T. M. Collins,
 Mary F. C. Connell,
 Marguerite M. Daily,
 Susan A. Dodsworth,
 Dora D. Douglas,
 Rachel Finkelstein,

Dorothy L. Glover,
 Elizabeth B. Goldstein,
 Mary A. Goode,
 Viola A. Haley,
 Mary A. Hayes,
 Lillian A. Johnson,
 Ida Kallen,
 Sarah Kaplan,
 Alta Kurinsky,
 Isabella M. Lewis,
 Emma F. Lovett,
 Eileen R. Lynch,
 Marguerite L. Malaney,
 May F. H. Mattie,
 Katharine M. McMullen,
 Annie B. Miller,
 Margaret E. Miller,
 Margaret A. E. Moran,
 Grace D. Partridge,
 Sophia H. Peskin,
 Katherine M. Prout.
 Bertha M. Pryor,
 Annie Rofelsohn,
 Marguerite E. Rowe,
 Gertrude M. Sazynsky,
 Margaret Scanlan,
 Fannie Solomon,
 Ethel M. Sprott,
 Mary A. Waddie,
 Lena Weiner,
 Minnie L. Weiner.
 Rose Weinsman,
 Corinne J. Wheb,

BRIMMER SCHOOL.

Boys.

Manuel Bergman,
 George E. Bradford,
 John J. Camenisch,
 G. Edward J. Carlezon,
 Frederick H. Clark,
 Thomas P. Connor,
 Henry J. Currier,
 James J. Doherty,
 Joseph Einstein,
 Hyman L. Freeman,

Ferdinand B. Gallant,
 William E. Gibbs,
 Harry Gordon,
 Patrick J. Grant,
 Barney J. Harris,
 Solomon D. Hershenson,
 Harold S. Johnson,
 Harry Kusminsky,
 John J. Larkin,
 Frank J. Leary,
 Benjamin I. Levine,
 Albert J. Lund,
 Bartholomew J. Mahoney,
 Samuel S. Markow,
 Randall J. J. McDonald,
 William H. McLean,
 Joseph F. Morrissey,
 Samuel Pearlman,
 Frederick L. Pollak,
 James J. F. Reardon,
 Abraham Scheidwasser,
 William Schrupf,
 Benjamin Shir,
 Max Smith,
 Joseph Solomon.
 Eugene J. Sullivan.

BUNKER HILL SCHOOL.

Boys.

Francis J. Brines,
 John J. Cronin,
 James J. Devereaux,
 John J. Donovan,
 Oscar A. Haraden,
 John S. Holbrook,
 John E. Hughes,
 DeWitt T. McKinnon,
 Frank Porter,
 Mortimer J. Shea,
 Harold F. Stevens,
 William R. Twomey,
 Frederic T. Waters,
 Charles O. York.

Girls.

Lillian F. Bland,
 Mary H. Burnett,

Grace E. Carroll,
 Mabel F. Carroll,
 Mary E. Clark,
 Mary J. Cook,
 Jennie M. Dreghorn,
 Ella F. Dunn,
 Ellen B. Farrington,
 Nellie A. Grant,
 Mary L. Greenlaw,
 Mary E. Harrigan,
 Hannah J. Kelleher,
 Ella A. Kimball,
 Sarah M. MacMellville,
 Ellen A. McCarthy,
 Katherine V. McHugh,
 Sarah V. Murray,
 Rebecca Rosenthal,
 Eva M. Sherman,
 Jennie A. Sutton,
 Nellie A. Wellington,
 Mary V. Wickham.

CHAPMAN SCHOOL.

Boys.

Charles H. Albee,
 William C. Allison,
 Byron T. Armstrong,
 Bruce F. Banks,
 Harry Beck,
 Henry H. Crane,
 Leonard Cushman,
 James J. DeCourcy,
 A. Roy Dingwell,
 Walter L. Doane,
 George F. Dodge,
 William W. Duncan,
 Leonce A. Emerson,
 Chester J. Ferguson,
 William J. Finn,
 Thomas Fitzpatrick,
 Charles D. Forster,
 G. Manson Glover,
 Sidney H. Goldinger,
 Frank L. Gray,
 Walter B. Griffin,
 Percy W. Hatch,

George E. Hodge,
 Theodore Huestis,
 Charles F. Kemp, Jr.,
 John L. Kirk,
 Frank A. Littlefield,
 J. Wilton Marno,
 George E. Marsters,
 Stanley O. MacMullen,
 John H. McKenne,
 William B. McPherson,
 Frederick R. Nesbitt,
 A. Gerould Newton,
 Louis F. Nolan,
 Clarence R. Oldrieve,
 Leo H. Riley,
 Joseph E. Rollins,
 Rudolph Saflund,
 Arthur W. Scott,
 Frederick W. Sleeper,
 Elmer W. Snow,
 James H. Strang,
 James A. Todd,
 Percy L. Wetmore.

Girls.

Annie B. Aitken,
 Eva B. Anderson,
 Cora A. Banks,
 Nellie M. Bartley,
 Myrtle L. Beach,
 Harriet Belyea,
 Edith E. Bird,
 Bessie R. Bravman,
 Edith P. Cashman,
 Mary E. Cullinane,
 Ruth L. Day,
 F. Edna DeMott,
 Mary E. Drew,
 Laura E. Dyer,
 Alice G. Edmunds,
 Annie L. Emmett,
 C. Cecilia Farwell,
 Rena E. Fish,
 Florence J. B. Harding,
 Alma H. Hardy,
 A. Robena Harrison,
 Blanche E. Hinds,

Margaret R. Hodgkins,
 Helen M. Jameson,
 Jessie B. I. Keefe,
 Edna M. Kent,
 Winifred V. Kilnapp,
 M. Marie Kirk,
 Ida A. Levin,
 Gertrude B. Low,
 Henrietta MacKay,
 Emily L. McCarthy,
 Ida J. McCarthy,
 Etta L. Morley,
 Etta G. Morrison,
 Jessie E. Morrison,
 Bertha J. M. O'Neil,
 Eva M. Parsons,
 Edna F. Pride,
 Mildred M. Reardon,
 Ada B. Rendle,
 Mary E. Sweeney,
 Margaret E. Tabbutt,
 A. Corinne Wallace,
 Mabel G. Wilkie,
 Anna G. Winslow,

CHARLES SUMNER SCHOOL.

Boys.

Charles A. Armstrong,
 Earle E. Bagnall,
 Elmer S. Bagnall,
 Edward J. Berran,
 Frank Borowski,
 William Burke,
 James E. Campbell,
 John J. Connolly,
 Patrick Connolly, Jr.,
 Audrey F. Davis,
 Chester M. Dunham,
 Leo J. Dunn,
 Albert Edling,
 Maurice H. Flanagan, Jr.,
 Harry Fokes,
 Thomas H. Fowler,
 Arthur P. Gilman,
 Herbert V. Grant,
 George S. Hebb,

William D. Henderson,
 Franklin B. Johnson,
 Henry C. Jordan,
 Walter W. Lang,
 Oscar F. F. Larson,
 Ernest G. Lauterbach,
 John H. Lenaerts,
 Thomas Manning,
 Alexander L. McFarlane,
 Thomas A. McManus,
 John B. McNeill,
 Nils J. Neilson, Jr.,
 Alfred K. New,
 Sherburn P. Orrall,
 Wilfred A. Osgood,
 Carl A. Pfau,
 Ernest R. Pfennig,
 Carlos E. Pinfield,
 Henry H. Richenburg,
 Walter R. Rose,
 Herbert W. R. Rydstrom,
 Benedict L. Scherer,
 Alexander C. Stohn,
 George J. Wall, Jr.,
 William S. Wall,
 Philip V. Wells,
 Charles F. Wise,
 Charles E. Wolfe.

Girls.

Ruth O. Anderson,
 Florence T. Ashe,
 Grace B. Bowman,
 Mary Brooks,
 Ida Buckley,
 Adah L. Chappell,
 Hannah Cleary,
 Lilla M. Conner,
 Esther A. M. Dahl,
 Mary C. Demling,
 Maria T. Dittmarr,
 Sara Dooley,
 Elizabeth P. Fadden,
 Lillian A. Frykstrand,
 Helen M. Gilloon,
 Carrie A. Huber,
 Anna M. Jones,

Mary J. Kelley,
 Clara L. Martin,
 Edith A. McLachlan,
 Alice Mullins,
 Ellen Mulrey,
 Elsie H. Nickerson,
 Erica J. Peterson,
 Ethel M. Wagner,
 Emily Walters,
 Eva F. Weeks,
 Jennie B. Wilkinson,
 Gertrude J. Wurlitzer.

CHRISTOPHER GIBSON
 SCHOOL.

Boys.

Oscar Alberti,
 Stanton K. Berry,
 Frederick T. Chisholm,
 Antonio C. Clavell,
 Jaime S. Clavell,
 William E. Crowell,
 Frank P. Dannahy,
 Kerney A. Delaney,
 James S. Dolan,
 James B. Driscoll,
 Paul Everett,
 Alfred F. Fowler,
 Charles H. Gelpke,
 Decran J. Gulesian,
 William C. Harbour,
 Jeremiah J. Healy,
 Frank L. Hiller,
 David E. Kalberg,
 Frederick A. Lamb,
 Otis E. Lapham,
 James M. Manning,
 Joseph F. McLean,
 T. Blake Merrick,
 Leo C. Parker,
 Charles L. Parritt,
 Robert E. Putnam,
 John B. Romer,
 Herbert W. Russell,
 Walter M. Sampson,
 Gardner Sanford,

G. Walter Smith,
 Mack P. Storm,
 Arthur T. Whalin,
 Ebbie J. Wolmer,
 Harry J. Wood.

Girls.

Ruby M. Abbott,
 Eunice Adalian,
 Helen F. Anderson,
 M. Frances Bell,
 Edith I. Bradlee,
 Eunice E. Brown,
 Frances A. Brown,
 Miriam Brown,
 Alice M. Burke,
 Mary H. Campbell,
 Mary St. A. Casey,
 Agnes D. Choate,
 Helen F. Choate,
 Antonia M. Clavell,
 Juana C. Clavell,
 Harriet R. Cohen,
 Grace K. Coyle,
 A. Ruth Davidson,
 Mary F. Dinand,
 Ethel M. Dinsmore,
 Margaret C. Donovan,
 Carolyn M. Doten,
 Irene B. Driscoll,
 Pauline L. Driscoll,
 Glenna M. Eldredge,
 Margaret L. Estey,
 Eva Evans,
 Sophie P. Fairweather,
 Irene W. Farnham,
 Martha E. Fernald,
 Josephine E. Foster,
 Gertrude S. Gardiner,
 Catherine M. Gleason,
 Susan G. Graham,
 Helen M. Greene,
 Grace F. Groenewald,
 Anna G. Hathaway,
 Margaret M. Hayes,
 Ethel R. Howe,
 Mary A. Hurley,

Mabel Jenkins,
 Mary V. Keenan,
 Agnes F. Kelly,
 Mary H. Kent,
 Helen H. Lawrence,
 Lena M. Libby,
 Hazel J. Littlefield,
 Alice R. Lytle,
 Neva B. MacCurdy,
 Eunice A. Newton,
 Helen P. Nichols,
 Fannie J. Nickerson,
 Jennie E. O'Neil,
 Alice M. Plunkett,
 Marion H. Pratt,
 Edwina P. Quincy,
 Helen G. Reed,
 M. Bernadette Riley,
 Clara D. Ripley,
 Olive M. Roche,
 Florence M. Ross,
 Lucile B. Ross,
 Annie M. Rybrey,
 Marguerite Sanger,
 Ethel E. Scanlan,
 Gertrude E. Stillman,
 Ethel Talbot,
 Goldie C. Thurston,
 Bettina A. Timayenis,
 Henrietta J. Tufts,
 Pearl A. Watson,
 Ruth B. Webber,
 Lillian F. Welch,
 Nina G. Wilson,
 Annie Wood,
 Grace S. Wright,
 Dora Zanditon.

COMINS SCHOOL.

Boys.

Henry Arnstein,
 George H. Bath,
 John J. Callaghan,
 William Casey,
 Matthew E. Comerford,
 Edward A. E. Cronin,

John J. Dolan,
 John C. Downey,
 Edward Ellgner,
 William T. Ellgner,
 Lawrence A. Fay,
 Thomas J. Ferrick,
 John J. Gallagher,
 Joseph Gately,
 Aaron Gerling,
 Joseph M. Hill,
 John J. Kennedy,
 Michael L. Kennedy,
 Louis J. Klopf,
 Christian W. Mayer,
 Charles L. McLaughlin,
 Charles H. McMahon,
 John J. P. Minner,
 James P. Monahan,
 Alexander T. Nagel,
 Karl Nagel,
 Frederick A. Peterson,
 Edgar B. Pitts,
 Hector L. Racine,
 George P. F. Reynolds,
 Martin Schumb, Jr.,
 Michael J. Shields,
 Rudolph L. Sittering,
 Charles J. Walker,
 Thomas Walsh,
 George A. Willhauck,

Girls.

Anna L. Boldt,
 Eva M. Briggs,
 Agnes E. Connolly,
 Alice J. Connors,
 Grace G. Corbett,
 Delia F. Costello,
 Margaret E. Cremins,
 Lillian F. Cronin,
 Mabel L. Duffy,
 Evelyn Ferguson,
 Elsie A. M. Flock,
 Lydia H. Frederick,
 Mary I. Garvey,
 Bessie E. Gavin,
 Nora A. Grady.

Albertena H. Greener,
 Sadie O. Hunt,
 M. Pauline C. Kelly,
 Maud J. Kennedy,
 Lillian C. Lehner,
 Margaret A. Lynch,
 Flora A. MacKenzie,
 Mary McKenzie,
 Helen G. V. Meagher,
 Lillian F. Meister,
 Mary M. Mulloy,
 Mary V. Murray,
 Esther S. Nelson,
 Margaret J. O'Brien,
 Ella O'Keefe,
 Anna Olbrich,
 Mabel A. Pitts,
 Mary A. Putnam,
 Clara M. Sanft,
 Elizabeth L. Scannell,
 Grace G. Shea,
 Martha E. Suplee,
 Edith M. Symonds,
 Ellen J. Tansey,
 Mary E. Truesdale.

DEARBORN SCHOOL.

Boys.

John A. Allen,
 Leo W. Brogan,
 James J. Carey,
 Allan Cheney,
 Frederick B. Collins,
 John J. Cosgrove,
 H. Augustus Crowley,
 Roy A. Davidson,
 Edward J. Doherty,
 George J. Donnelly,
 Edward W. Ebbets,
 Lester J. Ebbets,
 Joseph L. Gazan,
 William J. Gehring,
 Edward J. Glynn, Jr.,
 Charles S. Graham,
 Martin F. Hart,
 Herbert Hill,

Harry Hirsch,
 Charles E. Holt,
 Abraham Ilyman,
 Garrett H. Keefe,
 John W. Loney,
 Silas A. Lovell,
 Michael A. Mahoney,
 Lawrence J. McAdams,
 John J. McBride,
 Joseph A. McKenna,
 Frank L. McShane,
 James A. Mulligan,
 J. Ernest Myers,
 Joseph T. O'Halloran,
 Guy P. Rounsefell,
 Edward G. Saul,
 Joseph P. D. Schultz,
 Marmaduke H. Seaholm,
 Bertram E. G. Silver,
 Walter D. Sullivan,
 Frank W. Wall.

Girls.

Agnes V. Burke,
 Ellen E. Burns,
 Grace M. Connell,
 Annie O. Currie,
 Annie E. Donovan,
 Julia A. Driscoll,
 Mary A. Flynn,
 Louise R. Freck,
 Mary J. Henry,
 Ellen T. Hooley,
 Marion F. Leighteizer,
 Helen A. Lennon,
 Harriet A. Loney,
 Marguerite E. Madden,
 Anna C. Magullion,
 Gertrude E. Magullion,
 Emma M. McEleney,
 Elizabeth G. McGee,
 Nora E. Murphy,
 Clare M. O'Malley,
 Bertha F. Pickett,
 Edith W. Piper,
 Margaret A. Purcell,
 Maud A. Robertson,

Mary A. Rohan,
 Mary A. Stretch,
 Bertha B. Strong,
 Elizabeth C. Verkampen,
 Attrude S. Yerxa,
 Mary B. York.

DILLAWAY SCHOOL.

Girls.

Sadie Adelman,
 Christine S. Balfour,
 Ida M. F. Bowman,
 Mary E. Brazil,
 Margery D. Brown,
 Marion J. Carrasco,
 Carrie Crowell,
 Rose A. Curley,
 Marguerite M. D'Arcy,
 Hattie E. Davis,
 Sarah Davis,
 Harriet E. Dickinson,
 Mary J. Donovan,
 Katherine A. Doolan,
 Mary Dunn,
 Eleanor M. Dutton,
 Alice C. Eger,
 Margaret E. Flynn,
 Katherine R. Frye,
 Rosa M. Glossa,
 Lillian M. Grasser,
 Elizabeth E. Hammond,
 Marion Haskin,
 Claudine L. Hodgman,
 Katherine S. Hurley,
 Maria F. Hynes,
 Carrie E. Johansen,
 Clara M. Keefe,
 Margaret A. Kilderry,
 Ada B. King,
 Ellen G. Knightly,
 Margaret V. Leahey,
 Irma Lieber,
 Ethel M. Linscott,
 Ida I. Lutz,
 Mary M. McCaffrey,
 M. Josephine McDowell,

Mary McEttrick,
 Ethel M. Merritt,
 Jessie M. Moulton,
 Louise A. Neale,
 I. Gertrude Oakes,
 Agnes E. O'Connor,
 Emily G. Philpotts,
 Clara O. Purdy,
 Margaret M. Reddington,
 Hazel C. Remson.
 Blodwen Roberts,
 Marion M. Roe,
 Marion M. Russell,
 Helen C. Schmidt,
 Susie F. Scott,
 Rebecca Silverstone,
 Rose Sklar,
 Daisie M. B. Slocomb,
 Lorena E. Springer,
 Amelia Stone,
 Mary O. Stone,
 Ellen F. Sweeney,
 Adel C. True,
 Mabel A. Vail,
 Mabel M. Webb,
 Sarah F. Weinberg.

DUDLEY SCHOOL.

Boys.

Robert Abrams,
 Thomas P. Ayer,
 Walter H. Barber,
 George W. Barry,
 Frank N. E. Berg,
 George A. Berry, Jr.,
 Carl E. Black,
 Harry D. Brown,
 Grover C. Burkhardt,
 William J. Burns,
 Frank Butcher,
 James C. Campbell,
 George R. Canty,
 Walter F. Carley,
 Daniel J. Carroll,
 William J. Coleman,
 Charles F. G. Countie,

Patrick H. Coyne,
 Jacob Davis,
 Arthur S. Didham,
 Daniel J. Donahue,
 Ralph G. Drew,
 William L. Eaton,
 John L. Emery,
 Drury W. Engley,
 Hollis L. Engley,
 Alfred G. Erickson,
 Ernest G. Favier,
 John J. Flynn,
 Henry P. Gaffey,
 James J. Gannon,
 William R. Glossa,
 Louis S. Good,
 Eustace L. Graves,
 Louis A. Grimm,
 William J. Hanley,
 Lloyd A. Hechinger,
 Frederick E. Helmboldt,
 Patrick Henry,
 James J. Hines,
 John P. Hurley,
 Archibald A. Johnston,
 Arthur A. Jones,
 John J. Kelley,
 Francis J. Krumnscheid,
 William H. B. Lee,
 Daniel A. Madden,
 Henry Magnusen,
 George H. McCaffrey,
 Charles J. McCarty, Jr.,
 Laurent A. McLean,
 Charles W. Mitchell,
 Harry Mohr,
 Joseph Monahan,
 James E. Mountain,
 Thomas M. Nicholas,
 Everett Noonan,
 George G. Peters,
 Melvin W. Pitman,
 J. Harold Purdy,
 William F. Quinlan,
 B. Hallett Saulsman,
 Henry Silverstone,
 William O. Smith,

Albert L. Sprague,
 Eugene L. Sullivan,
 Edward C. Thacher,
 Frederic S. Walker,
 Paul H. Weitze,
 William H. J. Wessling,
 Robert A. Wogan,
 F. A. Herman Young.

DWIGHT SCHOOL.

Boys.

Joseph A. Aaron,
 Francis L. Anderson,
 Francis L. E. Archdeacon,
 Ulysses S. Burrell,
 Leo L. Butterfield,
 Francis S. G. Duffy,
 David Ellis,
 Franklin C. Everett,
 Adolph Giesberg,
 Robert W. Gray, Jr.,
 Alfred Z. Harris,
 Thomas A. Holt, Jr.,
 Mark H. Houghton,
 Melville L. Hughes,
 Burney O. Jackson,
 Laurence B. Jackson,
 William H. J. Kennedy,
 Frederick L. Lanigan,
 Frederic W. Learned,
 John R. Marshall,
 Hobart W. Mears,
 Francis J. Murray,
 Dennis W. O'Brien,
 Thomas H. Powers,
 Frank D. Pryor,
 Edward B. Riley,
 George E. Robinson,
 Wilfrid M. Robinson,
 James J. Roche,
 Leo E. Thomas,
 Richard F. Vance,
 Myles A. Walsh,
 Wallace A. Weeks, Jr.,
 Herbert S. Wilson,
 Walter C. J. Winston,
 George J. Withington.

EDWARD EVERETT SCHOOL.

Boys.

Walter E. Chessman,
 Oberlin S. Clark,
 James J. Cronin,
 Edwin H. Downs,
 Burton E. Dunham,
 William H. Egan,
 John P. Farrell,
 Thomas F. Farrell,
 Aaron Feinberg,
 Harry E. Ferguson,
 Thomas J. Fox, Jr.,
 Francis L. Furlong,
 John F. Giblin,
 Carl S. Gray,
 Chandler W. Ireland,
 Albert E. Jobling,
 William H. Kleinteich,
 Patrick F. McDonald,
 Thomas J. McGrath,
 Edward V. McKey, Jr.,
 Charles E. Moody,
 Herbert L. Moore,
 James E. Munroe,
 Herman S. Nelke,
 Chester H. Norwood,
 Lester S. Perkins,
 David E. J. Purcell,
 J. Francis Rich,
 Francis J. Riley,
 Paul N. Shiverick,
 Frank N. Terhune,
 Harlem R. Webber,

Girls.

Mary L. Abell,
 Frances W. Abercrombie,
 Jessie H. Abercrombie,
 Lillian M. Adelfof,
 Florence M. Adler,
 Helen C. Aldrich,
 Mary E. Anderson,
 Alice G. Burnham,
 J. Louise Casey,
 Mary V. Casey,

Lucy F. Cline,
 Emma M. Eichorn,
 Ruth Evans,
 Rose E. Fitzgerald,
 Margaret H. Foster,
 Isabel C. Furlong,
 Winifred L. Gove,
 A. Lois Hall,
 Anna Hannigan,
 Gertrude Holden,
 May E. Hurley,
 Arita M. Kayes,
 Estelle K. Kennedy,
 May A. Lally,
 Helen J. McCormack,
 M. Josephine McGrath,
 Myra E. Mellen,
 I. May Miller,
 Bertha Morse,
 Mary G. Nolan,
 Jeanne L. Preece,
 Dorothy Rand,
 Edith M. Richmond,
 Blanche S. Rodday,
 Ella E. Ross,
 Regina E. J. Sallaway,
 Ida M. Shipp,
 Mary E. Shipp,
 Eileen D. Slane,
 Elinor G. Snow,
 Florence A. Taber,
 Hazel L. Thayer,
 Marion E. Towle,
 Blanche E. Treiber,
 Gertrude P. Vinal,
 Bertha M. Wadsworth,
 Irene M. Wagner,
 Marie S. Ware,
 Alice M. Whalen,
 Suzanne A. Wunderbaldinger,

ELIOT SCHOOL.

Boys.

Benjamin H. Altman,
 Anthony Angelone,
 John A. Badaracco,

David Bennett,
 Samuel E. Berman,
 Jacob Braff,
 Timothy J. Callahan,
 Joseph J. Canapa,
 Edward A. Clancey,
 Reuben Cohen,
 Lewis Cooper,
 John F. Cox,
 John Danelovitz,
 Angelo Dotolo,
 Joseph H. Driscoll,
 Jerome J. Dutra,
 Harry M. Feinsilver,
 Benjamin H. Finkelstein,
 Joseph A. Finkovitch,
 Augustus Gardella,
 John J. Gaterna,
 George Goldberg,
 John W. Grant,
 Louis Greenberg,
 Benjamin H. Hoffman,
 William Kaplin,
 William Kneller,
 Michael L. Leonard,
 John C. Letteiri,
 Michael C. Levenson,
 Max Levine,
 Samuel Lipsky,
 Louis Lofchie,
 Joseph M. Lubitsky,
 Joseph L. Martin,
 Joseph A. Martini,
 Alexander G. Milliken,
 Henry L. Moran,
 John J. Morley,
 John J. A. Murphy,
 Daniel L. O'Connell,
 Vincent Pote,
 Joseph Schonfeld,
 Samuel Schwartz,
 Jacob Smarkowetz,
 Harry Smolensky,
 Lewis Solomon,
 Benjamin Starr,
 Anthony J. Venscavage,
 Charles L. Vignali,

James J. Voltz,
 Simeon Wolfman.

EMERSON SCHOOL.

Boys.

Arthur J. Allen,
 J. Harvey Cann,
 George L. Cranitch,
 Thomas H. Cunningham,
 Frank Dunbar,
 John F. Eddy, Jr.,
 Harold W. Fowler,
 Allen R. Frederick,
 Edward R. Goodearl,
 Edgar A. Grant,
 Thomas F. Greene,
 Frank E. Harrington, Jr.,
 Thomas Hoey,
 John J. Kelly,
 Lawrence A. Kelly,
 Frederick A. Lambert,
 William A. Lammers, Jr.,
 Joseph J. Langan,
 John J. Leehan,
 Edgar L. Lewis,
 Guy R. Lewis,
 David Marshall,
 Hugh A. McClellan,
 John J. McClellan,
 Arthur L. A. McLaughlin,
 James A. McPhee,
 Hugh F. Moran,
 Theodore L. Murphy,
 Harry J. Nelson,
 Oliver Newcomb,
 Lester W. Newhouse,
 John L. Newman,
 Daniel P. Noonan, Jr.,
 Edward J. Norris,
 William D. O'Connor,
 Edmund O'Donnell,
 Louis A. Roe,
 Walter Sexton,
 Philip H. Sheridan,
 John A. Simpson,
 John J. Skehan,

John Songster,
 Stephen C. Sullivan,
 Wendell R. Swint,
 James E. Waldron,
 James J. Walsh,
 Egbert G. Warren, Jr.,
 William G. Wells,
 Frederick J. Weyhe,
 T. Frank Young,
 Frederick J. Zunino.

Girls.

Marion G. Andrews,
 Carrie E. Barnard,
 Ethel M. Bates,
 Grace E. Battis,
 Alice I. Baxter,
 Juliette M. Booth,
 Margaret Boothroyd,
 Florence E. Burk,
 Adeline L. Call,
 Ethelyn L. Ciarlo,
 Pearl H. Coffin,
 Louisa F. Corson,
 Helen Daltry,
 Emma L. Deming,
 Theresa M. Fogarty,
 May Fraser,
 Sarah A. Goodearl,
 Caroline E. Hines,
 Susie Holland,
 Eva E. G. Howard,
 Lena Kupferman,
 Christina Liden,
 Cora E. I. Logan,
 Mary A. McGovern,
 Loretta M. McLaughlin,
 Mary A. McLaughlin,
 Geraldine M. McLean,
 Margaret McLoughlin,
 Ella L. Murray,
 Helen B. O'Donnell,
 Lillian E. Organ,
 Margaret E. Pierpont,
 Eugenia M. Prior,
 Josephine C. Queenen,
 Rose B. Quirolo,

Mary L. Raftery,
 Mary F. Roach,
 Norma W. Saunders,
 Mary T. Sexton,
 Ethel M. Shannon,
 Mary T. Shine,
 Flora M. Shorley,
 Mabelle E. Sias,
 Alice A. Stone,
 Mabel L. Tosi,
 Frances Trainor,
 Jennie Warren,
 Sadie A. Warren,
 Ethel E. Wentworth,
 Ethel G. Whitehouse,
 Ella V. Williams,
 Lillian E. Woodley,
 Charlotte M. Yeomans.

EVERETT SCHOOL.

Girls.

Della M. Ackerman,
 Cora I. Allen,
 Ellen G. Aylott,
 Margaret I. Barbour,
 Ellen A. Barry,
 Marjorie S. Bigelow,
 Laura F. Blaisdell,
 Lucy C. Burke,
 Elizabeth M. Calnan,
 Catharine A. Canavan,
 Elizabeth A. V. Clarkson,
 Pauline F. Cohen,
 Rose A. Corrigan,
 Helen M. Curran,
 Katherine T. Daily,
 Mary E. Daly,
 Josephine M. E. Dennison,
 Louisa De Young,
 Annie E. I. Dixon,
 Catherine A. Donovan,
 Agnes B. Doyle,
 Mabel A. Emmons,
 Norma Fenno,
 Teresa Finlay,
 Helena L. Fitzgerald,

Maud E. Gilmour,
 Jennette Gold,
 Hortensia C. Gordon,
 Edna R. Grant,
 Millie F. Heintz,
 Anna M. A. Hetherington,
 May L. Houghton,
 Clarine P. Howarth,
 Ida Kirkpatrick,
 Alice M. Knapton,
 Marion Lane,
 Ida M. Leavitt,
 Mary F. Lear,
 Blanche M. Logan,
 Marie T. L'Orage,
 Emma F. Low,
 Florence Macaulay,
 Anna M. L. McGuire,
 Fannie F. Mendelsohn,
 Marion E. Mooney,
 Maude M. Moore,
 Nora A. Morley,
 Mary A. Morrissey,
 Blanche E. Morrison,
 Ada E. Murch,
 Alice E. M. Murphy,
 Florence A. O'Brien,
 Margaret M. V. O'Reilly,
 Katherine M. Patrick,
 Lillian S. Perry,
 Irene E. Powers,
 Marie E. Redmond,
 Blanche W. Robinson,
 Ella A. Sampson,
 Bessie Shapiro,
 Anna A. Shay,
 Florence A. Slattery,
 Estelle F. Thompson,
 Frances M. Thompson,
 Florence M. Tierney,
 R. Blanche Urquhart,
 Dora D. Vinick,
 Margaret G. Walsh,
 Anna M. Williams,
 Lillian M. Williams.

FRANKLIN SCHOOL.

Girls.

Sophia Askowith,
 Gertrude Ayer,
 Augusta Barnett,
 May D. Benzaquin,
 Augusta E. Bernstein,
 Bessie E. Blair,
 Rosa A. Boraks,
 Eva A. Bradford,
 Katharine E. G. Brennen,
 Gertrude K. Calnan,
 Katharine A. Clariety,
 Anna E. Cohen,
 Ellen T. Collins,
 Lillian M. Condon,
 Christina Copenhagen,
 Ethel S. Coy,
 Sarah C. Coy,
 Josephine G. Crowley,
 Mary Crowley,
 Mary A. Curran,
 Sadie Daniels,
 Sarah E. Dee,
 Mary T. Donahue,
 Elizabeth M. Fitzgerald,
 Catherine T. C. Flynn,
 Emma L. Frederick,
 Rebecca Freeman,
 Ethel E. Furman,
 Sarah S. Givner,
 Ida Goldstein,
 M. Lillian Greenleaf,
 Rena F. Hadaway,
 Rose E. Hall,
 Katherine J. Hayes,
 Pearl M. Horslin,
 Madeline A. Hosea,
 Ethel L. Hurwitch,
 Edna S. Johnson,
 Minnie Kaplan,
 Grace L. Keane,
 Margaret A. Kelliher,
 Marcella King,
 Alice A. Kingston,
 Amy E. Levy,

Bella Lewinson,
 Nettie M. Lotto,
 Mary A. Mahoney,
 Adelaide A. Mayo,
 Caroline McAloon,
 Alice I. J. McDonald,
 Ella M. E. McGoldrick,
 Mary E. C. Minihan,
 Georgedna Moore,
 Marion G. Morrison,
 S. Gertrude Murphy,
 Mary E. O'Brien,
 Fannie M. Palais,
 Helga B. Pederson,
 Elizabeth F. G. Pierce,
 Margaret G. Reilly,
 Grace E. Riley,
 Mary F. Rooney,
 Rose H. Rosen,
 Maude Rourke,
 Frederica Shanks,
 Esther B. Shuffler,
 Ruby F. Steele,
 Ellen A. Sullivan,
 Mary A. Sullivan,
 Clara B. Taylor,
 Sophia Tobin,
 Marie C. Wennerberg,
 Maud M. Wilbur,
 Henrietta M. Williams,
 Gladys E. Wilson.

FROTHINGHAM SCHOOL.

Boys.

George F. Brady,
 Thomas L. Buckley,
 William H. Costello,
 Daniel J. Crowley,
 Charles P. Doherty,
 Thomas F. Fitzpatrick,
 Edward L. Hefron,
 Martin J. Johnson,
 Paul H. Keating,
 Michael F. Kelleher,
 John J. Kyle,
 Thomas F. Lynch,

William T. McCracken,
 Alfred E. Mills,
 Leo L. Morgan,
 James M. O'Hara,
 John J. O'Hara,
 James R. Regan,
 William H. Regan,
 Henry B. Roche,
 Daniel J. Smith,
 Samuel Smith.

Girls.

Elizabeth A. Ahern,
 Mary E. Bockelmann,
 Mary M. Boland,
 Helen E. Brady,
 Annie G. Clancy,
 Julia M. Cooney,
 Mary J. Cotter,
 Celia E. Crowley,
 Sarah F. Doherty,
 Charlotte M. Dooley,
 Alice S. Doran,
 Blanche G. Edes,
 Agnes E. Gorman,
 Margaret F. Greene,
 Mildred R. Hefron,
 Rose K. Hener,
 Mary C. Horan,
 Helen G. Hurley,
 Mary L. Kelley,
 Margaret F. Kenefick,
 Margaret M. Muir,
 Anne G. Murphy,
 Annie J. O'Connor,
 Florence C. Rourke,
 Bertha M. Schoenherr,
 May F. Sharkey,
 Elizabeth A. Smith,
 A. Frances Swan.

GASTON SCHOOL.

Girls.

Adelaide Andrews,
 Eliza Ballam,
 Mabel R. Bartlett,

Spray E. Bartlett,
 Clara M. Bayers,
 Mary E. Bixby,
 Alice H. Brennick,
 Matilda Bronkhorst,
 Carrie E. Brown,
 Catherine G. Buckley,
 Mary A. Casey,
 Anna M. Chancee,
 Ethel B. Churchill,
 Helen T. Cochrane,
 Alice B. Coholan,
 Alice G. Collins,
 Emily W. Collins,
 Delia M. Coneys,
 Mary A. Connell,
 Frances G. Constien,
 Marion Corvill,
 Jennie A. Crane,
 M. Gertrude Dealy,
 Alice M. DeWard,
 Frances M. Donegan,
 Anna A. Donovan,
 Gladys A. Drake,
 Marion T. Drake,
 M. Isabel Driscoll,
 Ruth B. Ellms,
 Florence Emery,
 Judith A. Erickson,
 Josephine C. Farrell,
 Jennie Finlay,
 Grace L. Fitzgerald,
 Florence L. Freethey,
 Anna J. Galvin,
 Marjorie H. Garrood,
 Ella M. Garvin,
 Blanche I. Gerhardt,
 Minnie L. Green,
 Gertrude L. Gunn,
 Anna H. Hasse,
 Ella M. Hebbard,
 Edith M. Heyer,
 Marion L. Holman,
 Mary L. C. Holmes,
 Elsie Hormel,
 Isabel M. Johnson,
 Geraldine C. Johnstone,

Lillian K. Kuhlman,
 Elizabeth J. Levis,
 Margaret J. Lindsey,
 Helen K. Loughlin,
 Mary J. Lynch,
 Elizabeth K. Madden,
 Helen S. A. Mahoney,
 Mary A. Manning,
 Annie E. Martin,
 Ellen J. Matthews,
 Alice M. McCarthy,
 Caroline H. McCarthy,
 Alice G. McCool,
 M. Gertrude McDonald,
 M. Isabel McDonald,
 Elizabeth M. McInness,
 Elizabeth R. McIntosh,
 Emily M. McKean,
 Jessie B. McKean,
 Lucy A. McLaughlin,
 Bessie P. Miller,
 Mary E. Mullen,
 Mary E. G. Murphy,
 Mildred E. Newcomb,
 Marion M. Parker,
 Sarah Pragoff,
 Charlotte Roulston,
 Mary E. Rush,
 Ethel M. Smith,
 Mildred A. Snow,
 Elizabeth M. Spratt,
 Mary F. G. Stedman,
 Rosie Stokinger,
 Ethel M. Thompson,
 Ruth C. G. Twomey,
 Bessie Van Emden,
 Lotta C. Wardwell,
 A. Gertrude Watt,
 S. Mabel Whitehill,
 Winifred Williamson,
 Ruth E. Wiseman,
 Maud C. Young.

GEORGE PUTNAM SCHOOL,

Boys.

Clyde L. Bennett,
 Samuel Berne,

Frederick A. Beyer,
Herman F. Beyer, Jr.,
William J. Burns,
Leo J. Byrnes,
George H. Cook, Jr.,
George W. Deane,
James F. Jesso,
Sumner N. Mills,
Emil Nagel,
Francis B. O'Neil,
Alexander Paegle,
S. Joseph Rogers,
Ernest Rowe,
Arthur H. Stone,
John J. Sullivan,
Harry B. Therio,
Herman C. Windhorn.

Girls.

Harriet L. Armstrong,
Florence K. Babcock,
Emily K. Behan,
H. Estelle De Costa,
Katharine French,
Maude I. Grover,
Marguerite S. Guinan,
Caroline E. Hackebarth,
Anna Krebs,
Marguerite E. Landers,
Katherine F. Lynch,
Grace G. Masters,
Marion A. McCann,
Elsie M. McWilliams,
Joan C. Perry,
Ruth N. Phillip,
Emma B. Plummer,
Helen C. Roche,
Emma E. Rothenburg,
Catherine A. Sproul,
Mary E. White.

GILBERT STUART SCHOOL.

Boys.

Harry W. Bauch,
Arthur W. Banmeister,
Clifton A. Beck,

Joseph F. Brady,
Harry B. Carter,
Albert W. Crowell,
Joseph W. Crump,
John J. Donlan,
Daniel J. Donohue,
Harold M. Drown,
Charles J. Ego,
William P. Fahey,
Joseph G. Gormley,
George Jones,
John L. Mahan,
William E. Martin,
Harry J. Montague,
William W. O'Connell,
James F. O'Neil,
Frederick J. Soule,
Leo V. Sullivan,
Frank M. Taylor,
William J. Thatcher,
Josiah M. Twombly,
Richard R. Walsh.

Girls.

Jean Campbell,
Rose E. Carroll,
Diana M. Constable,
Amy E. Crafts,
Elizabeth J. Donahue,
Florence D. Elkins,
Margaret E. Elkins,
Mary G. Faulkner,
Nellie J. Hall,
Florence M. Korb,
Florence S. Licht,
Alice L. McGrath,
Jennie M. Mosher,
M. Alice Murdock,
Elizabeth M. Norton,
Frances P. Riley,
Clara G. Rogers,
Florence E. Sill,
Clara W. Thayer.
Bertha F. Walsh,
Olive G. Ward,
Florence L. Waugh,
Ethel D. White,

Margaret E. Wild,
Marion O. Wood.

HANCOCK SCHOOL.

Girls.

Rebecca Allman,
Sarah E. Byer,
Angelina F. Caggiano,
Adelina R. De Rosa,
Elizabeth F. Doherty,
Ida Finkelstein,
Annie L. Ginsburg,
Ethel Goldberg,
Gertrude S. Goldstein,
Mary Goldstein,
Ida Klebenov,
Fannie G. Levine,
Mary Lippa,
Gertrude M. Mayburg,
Anna V. Norgren,
Sarah Rogers,
Celia Rosenberg,
Rebecca Rovit,
Rebecca Rubinovitz,
Ida Sedersky,
Dora Warsofsky,
Sarah F. White,

HARVARD SCHOOL.

Boys.

Dennis L. Barry,
Thomas J. Carleton,
Thomas F. Cass,
Ambrose B. Colbert,
John J. Donahue,
Frank J. Furie,
George A. Hassett,
Joseph E. Hickey,
John L. Horrigan,
Albert W. Knights,
Matthew A. Maraghy,
Henry V. McCormick,
Edward P. McEleney,
Charles P. McGinniss,
Albert W. Patten,

William H. Ross,
Thomas W. Steele,
Lindsay F. Vallee,
Joseph B. Ward,
William A. Woods.

Girls.

Mary F. Borges,
Catherine M. Cassidy,
Mary P. Clark,
Margaret E. Conlon,
Margaret G. Curren,
Eliza M. Denton,
Mary E. Dillon,
Eva V. Doherty,
Nora L. Downey,
Agnes M. Finn,
Alice W. Gillooly,
Grace A. Greené,
Honora A. Horgan,
Elizabeth F. Joyce,
Helen L. Keeley,
Anna C. Kelly,
Nora F. McCabe,
Katherine V. McNulty,
Mary E. A. Murphy,
Alice A. Murray,
Katherine A. Murray,
Frances B. Mullen,
Catherine C. Nixon,
Helena A. Ryan,
Mary C. Sullivan,
Bernice O. Taft,
Frances E. Taft,
Margaret M. Tegan,
Edna B. Thompson,
Annie M. Tiernan,
Catherine A. Walsh,
Eva F. Wyman.

HENRY L. PIERCE SCHOOL.

Boys.

Fred P. Abbott,
Cornelius F. Abrams,
Kenneth F. Adams,
James Barrett,

Louis D. B. Blanchard,
 Walter E. Bowen,
 John B. Brown,
 W. J. Irving Brown,
 Gordon H. Bryant,
 William H. Campbell,
 Chester A. Chabot,
 Whitman Chaffee,
 Bernt W. Chell,
 Maurice G. Clark,
 Willis W. Clark,
 Hubert P. Colton,
 Joseph Compton,
 Arthur E. Conant,
 R. Reed Copp,
 J. Roy Cottam,
 William J. Delano, Jr.,
 Theodore P. Donahoe,
 Joseph A. Driscoll, Jr.,
 Cleon W. Estabrook,
 Raymond D. Fales,
 Ralph O. Fenton,
 Daniel E. Fitzgerald,
 Preston D. Fogg,
 Osborne K. Follansbee,
 Paul J. Franklin,
 Thomas Gillespie,
 Edward Goldberg,
 Harold M. Hallett,
 Albert H. Hayes,
 Albert S. Haynes, Jr.,
 Leroy C. Hodge,
 Henry M. Joy,
 Samuel S. Kershaw,
 Lloyd W. Knight,
 Frank H. Koenig,
 Edward W. Kohler,
 Gordon H. Litchfield,
 Charles W. Lord,
 Harold I. Moody,
 Leo F. Morin,
 Arthur Murphy,
 George D. Murray,
 Frank W. Partsche,
 John Perry,
 Charles J. Prétat,
 John Regan, Jr.,

Forrest W. Rollins,
 Henry R. Sargent,
 Harry Schuerfeld,
 Harold T. N. Smith,
 George F. Spillane,
 Ralph H. Taylor,
 Frederick G. Tessin,
 Joseph L. Thacher,
 Henry D. Wares,
 Charles F. Watson,
 Frederick N. Weaver,
 Charles J. White,
 Fred W. Whittaker.

Girls.

Ella F. Adams,
 Gertrude A. Alexander,
 Edna A. Beattie,
 Laura V. Beattie,
 Annie H. Bernau,
 Gladys H. Blanchard,
 Faustine C. Brackett,
 Hilda M. Brown,
 Mary I. Coleman,
 Cecil Cottle,
 Hattie F. Cromwell,
 Maud A. Cruikshank,
 Mabel E. Daly,
 Delia Darcy,
 Marie A. Dawe,
 Edna B. Dodge,
 Sarah L. Frohock,
 Bertha C. Glass,
 Cecilia Gleeson,
 Pauline F. Hall,
 Sarah Hughes,
 Ruth Johnson,
 Belle Kohler,
 Sadie Lazarus,
 M. Rosamond Linnehan,
 Ethelyn M. Marr,
 Mary E. McCreedy,
 Gertrude McMahon,
 Ellen P. Moxon,
 Florence M. O'Donnell,
 Marion F. Orr,
 Florence Pennington,

Mildred Peyser,
 Rachel Pierce,
 Gladys W. Pontifex,
 Agnes L. Prendergast,
 Ethel D. Roulston,
 Alfrida C. Sandberg,
 Grace P. Simonds,
 Ruth Stickney,
 Marguerite Sullivan,
 Maud B. Tewksbury,
 Elsie M. Thayer,
 Alice L. Thomas,
 Charlotte B. Tice,
 Marguerite L. Tice,
 Julia K. Tighe,
 Louise R. Ufford,
 Matilda Vance,
 Blanche A. Vandewart,
 Nannie C. Walden,
 Beatrice West,
 Mary E. Wogan.

HUGH O'BRIEN SCHOOL.

Boys.

Joseph A. Bell,
 Charles S. Breassole,
 George H. Breassole,
 Increase N. Clark,
 John H. Connery,
 Frank A. Doloff,
 James W. Donovan,
 James H. Downey,
 Joseph L. Downey,
 John A. Doyle,
 Richard P. Duffley,
 George P. Dugan,
 Robert L. Fitzpatrick,
 Charles F. Flynn,
 Charles P. Foyer,
 George W. Gallagher,
 George F. Gill,
 Roger J. Guthrie,
 Walter E. Hammett,
 Ralph F. Hardy,
 Frank A. Haynes,
 Arthur W. Hunt,

G. Ivar D. Johnson,
 Frank L. A. LaPlante,
 Henry D. Leary,
 Ralph C. F. Loker,
 C. Herman F. Lowe,
 Francis A. McDonald,
 Guido E. Minuitti,
 Maurice F. Murphy,
 Charles L. Parker,
 Clifford M. Phipps,
 Augustus J. Regan,
 Joseph J. Reidy,
 Harold A. Reynolds,
 Ambrose A. Riley,
 Anthony C. Saylor,
 Nathan I. Sharfman,
 Frederick W. Whitman,
 Ralph B. H. Whitman,
 William F. Whittier,
 Arthur S. Williams,
 Frederick A. Williams, Jr.
 Samuel A. G. Worcester.

Girls.

Mary E. Anderson,
 Annie Arnott,
 Viola L. Beal,
 Annie E. Bennett,
 Annie M. Berkman,
 Rosella V. Bishop,
 Mary F. Bruce,
 Mary E. Congdon,
 Nora W. Crehan,
 Esther A. Creney,
 Edith M. Crowe,
 Evelyn G. Dimmock,
 Catherine E. Doherty,
 Gertrude M. Fraher,
 Lydia M. Froom,
 Emily A. Fuller,
 Helen J. Gallagher,
 Mary E. Hanrahan,
 Bertha L. Healey,
 Helen L. Hendry,
 Edna E. Hussey,
 Mabel A. Jones,
 Catherine A. Kenney,

Sadie M. Lawless,
 Mary J. Le Cavalier,
 Emily A. Lord,
 E. Maud MacKenzie,
 Viola A. MacQuarrie,
 Pearl E. McColl,
 Alice E. McDonald,
 Sarah A. Montgomery,
 Maud L. Mugridge,
 Florence L. Murphy,
 Hazel N. Pierce,
 Elizabeth A. Redihough,
 E. Frances Reidy,
 Florence V. Sheridan,
 Florence E. Tombs,
 Helen K. Walsh,
 Blanche F. Weil,
 Regina E. Weiler,
 Lillian A. A. Williams.

HYDE SCHOOL.

Girls.

Emma Barkley,
 Hilda A. Baude,
 Marion A. Benton,
 Laura F. Boden,
 Alice R. Brust,
 Pauline V. Burns,
 Francesca I. Chaffee,
 Florence M. Clapham,
 Annie H. Cohen,
 Ellen T. Connors,
 Annie Daly,
 Leah E. Giroux,
 Annie L. Graham,
 Agnes L. Hagerty,
 Charlotte L. Hlausman,
 Ellen C. Hayes,
 Dorothy Horan,
 Gertrude Martin,
 Mary L. McCarthy,
 Mary E. Melia,
 Amelia Murphy,
 Helen G. Murphy,
 Katherine G. Murphy,
 Margaret L. Murphy,

Olga W. Olson,
 G. Pearl Palmer,
 Ida Pollack,
 Kate Pollack,
 Elizabeth G. Ross,
 Mary H. Schafer,
 Catherine C. Shannon,
 Katherine F. Shannon,
 Isabella Sheinwald,
 Helena A. Stevens,
 Laura Stewart,
 Mary F. Teagin,
 Ellen Thorell,
 Christina M. Ward,
 Viola M. Ware,
 Xenia V. Weye,
 Ethel M. Wilson,
 Julia R. Zaugg.

JOHN A. ANDREW SCHOOL.

Boys.

Cornelius A. Batts,
 Francis A. Casey,
 James S. Cavanagh,
 John M. B. Curley,
 David J. Curtin,
 Francis A. Cochran,
 Edward J. Cummings,
 Edward J. J. Driscoll,
 Thomas F. Farmer,
 James M. Flynn,
 Henry J. Foley,
 Charles D. Graves,
 Alfred L. Lynch,
 A. Irving McDougall,
 John J. Moriarty,
 John F. Murphy, Jr.,
 Llewellyn A. Sands,
 Ernest J. Schworm,
 George C. A. Shea,
 Edward F. Williams.

Girls.

Mary J. Bradley,
 Mary G. Bransfield,
 Laura M. Cantwell,

Ethel M. F. Carey,
 Ida R. A. Corman,
 Margaret A. Farmer,
 Anna M. Fenton,
 Florence A. Hallenbrook,
 Margaret C. Hamilton,
 Sarah J. Hogarth,
 Mary G. Hurley,
 Anna M. Iefsky,
 Ida B. Jones,
 Elizabeth V. Kennedy,
 Ida M. Koss,
 Mary G. Leary,
 Amelia E. Lindholm,
 Pearl H. Massie,
 Lois M. McCordick,
 Margaret Merriam,
 Mary J. Mikolajewska,
 Ella G. Molloy,
 Ada I. Nickerson,
 Estella L. Nilson,
 Annie T. O'Connell,
 Margaret M. Peard,
 Elva P. Peters,
 Lillian S. Spratt,
 Agnes E. Sweeney,
 Margaret E. Ward,
 Ellen H. V. Wassmouth,
 Annie P. Whiteley,
 Leola B. Wiles,
 Sarah F. Young,

LAWRENCE SCHOOL.

Boys.

Frank Aicardi,
 James J. Ambrose,
 William P. Barry,
 Thomas V. Bigildy,
 Alban A. Callahan,
 Arthur J. Calnan,
 John M. Clougherty,
 John F. Cogan,
 George I. Connolly,
 Joseph F. Daly,
 James J. V. Donovan,
 John G. A. Downing,

Frank X. Doyle,
 Charles V. Dugan,
 Michael J. A. English,
 John F. Fitzgerald,
 Daniel J. Flynn,
 James J. Foley,
 Leo A. Foley,
 Edward N. Galeano,
 Francis J. Galeano,
 John P. Haberlin,
 Louis C. F. W. Haeffner,
 William H. Hayes,
 William J. Hughes,
 Israel Leviton,
 John A. Lonergan,
 George Lusardi,
 Peter F. Lydon,
 Peter J. McDonough,
 Bernard F. McGann,
 John J. McSweeney,
 John J. Molloy,
 Thomas P. Molloy,
 Edward J. Morris,
 Martin F. Mulkern,
 Frank J. Murphy,
 Frank V. Murphy,
 Leo W. J. Murphy,
 Richard H. A. Nagle,
 Norman D. Nechotovich,
 John J. Nee,
 Francis J. O'Bryan,
 Edward A. Page,
 Patrick F. Quinn,
 David F. Reynolds,
 John A. Romeo,
 Richard J. Sheehan,
 Frank J. Sullivan,
 William L. Threadgold.

LEWIS SCHOOL.

Boys.

Harold S. Barbour,
 Lawrence A. Bowles,
 Albert E. C. Carpenter,
 Daniel F. Clifford,
 John W. Curley,

William J. Curley,
 Grover B. Daniels,
 Frederick E. deVeer,
 Roy W. Draper,
 Gerald P. Drisko,
 Richard C. English,
 Charles T. Farren,
 John J. Ferris,
 Joseph N. French,
 James A. Gardner,
 Frank T. Grimm,
 Theron D. Harris,
 Rodney L. Jones,
 Israel Kamber,
 Augustus H. Kaufman,
 Murray M. Kelly,
 Chester R. Lambert,
 Joseph Lipson,
 John M. Lund,
 Harold McKenna,
 Hugh P. McNally, Jr.,
 Charles P. Messenger,
 Lawrence G. Odell,
 Rufus A. Pearson,
 John A. Quinn,
 Earl P. Rand,
 Harvey W. Rines,
 Charles E. Savell,
 Benjamin F. Schreiber,
 Elias M. Schreiber,
 Arthur J. Sheehan,
 Dennis F. Sheehan, Jr.,
 Edward P. Sheehan,
 Joseph W. Sheehan,
 Osborn P. Stearns,
 Edward W. Supple,
 Harry I. Theall,
 C. Arthur Vail,
 Frederick W. Wagner,
 George C. Wanzer,
 G. Bernard Wyman,
 Francis S. Wyner.

Girls.

Mabel F. Alexander,
 Martha E. Alexander,
 Selrie Anderson,

Helen Appleton,
 Roze Arthur,
 Georgiana J. Asheim,
 Mayblossom Ayres,
 Margaret B. Beatley,
 Gladys W. Breeze,
 Elise Burlen,
 Rachel W. Burlen,
 Greta E. Byron,
 Sarah M. Chase,
 Marion Clapp,
 Mary L. Clifford,
 Ray F. Cohen,
 Helen I. Coyne,
 Margaret M. Cronin,
 Josephine A. D'Arcey,
 Ella Dinner,
 Carrie L. Engel,
 Elizabeth B. Faden,
 Anna F. Farren,
 Olga R. Fishel,
 Helen L. Fox,
 Mildred M. Francis,
 Rachel Frank,
 Elizabeth H. Gildersleeve,
 Elizabeth I. Ginzberg,
 Helen L. Good,
 Grace A. Goodwin,
 Mildred A. Greene,
 Arline W. Hall,
 I. Louise Haneborg,
 Margaret G. Hennessy,
 Harriet B. Isaacson,
 Regina J. Kees,
 Wilhelmine E. Kurtz,
 Minnie Lipsky,
 Anna L. Maguire,
 Edith E. Margeson,
 Zoe Miller,
 Marion E. Newcomb,
 Mary E. O'Brien,
 Rose Popell,
 Daisy E. Pye,
 Isabel V. Reardon,
 Marguerite A. Rowe,
 Agnes G. Shea,
 Dorothy L. Stevens,

Gertrude Sullivan,
 Laura E. Taylor,
 Magdalen J. Vogel,
 Theresa R. Vogel,
 Florence E. Walkins.

LINCOLN SCHOOL.

Boys.

Harry O. Baker,
 John P. Banks,
 James F. S. Brodie,
 Frank A. Burke,
 George A. Burke,
 Martin J. Callahan,
 Thomas F. Carey,
 John H. Casey,
 Francis A. Chance,
 Frederic L. Cleary,
 Harry Coombs,
 John M. Dahill,
 John M. Dennis,
 Daniel A. Doherty,
 William V. Flaherty,
 Frederic A. Gallagher,
 Frank H. Gill,
 George E. Hanson,
 James W. Harrington,
 Joseph Huley,
 Taylor G. Jones,
 James P. Kent.
 Victor P. Klapacs,
 Charles B. Lander,
 Frederick T. Linnehan,
 George S. Lockhart,
 John F. Mahoney,
 Edward A. McCluskey,
 Thomas V. McCue,
 Edward F. McFaul,
 Joseph J. Murphy,
 Joseph P. O'Connor,
 J. Gilman Rand,
 William A. Roach,
 Edward J. Schneider,
 Alfred L. Shea,
 Zadoc L. Stiles,
 John J. Troy,

Edward P. Van Stone,
 Arthur M. Wall,
 Karl E. White,
 Sherman Woodward,
 Carl G. Zinnerstrom.

LONGFELLOW SCHOOL.

Boys.

Harry Addison,
 Edwin C. Baker,
 William E. Barta,
 John A. Collins,
 Edgar J. Driscoll,
 James H. Finch, Jr.,
 Oscar H. Gerhardt,
 Daniel E. Griffin,
 Arthur W. Grinnell,
 Sherwin E. Hubbard,
 Gerald Lally,
 Donald R. MacInnis,
 Talbot C. Mackay,
 John J. Maier,
 Herman W. Mutz,
 Arnold A. Robert,
 Joseph E. Sager,
 George J. Schaefer,
 Harold A. Small,
 John V. Smith,
 Harry B. Topping,
 Charles A. Wallace,

Girls.

Edna F. Barton,
 Olive T. Baxter,
 Charlotte M. Bean,
 Helen E. Cellarius,
 Ada C. Crysler,
 Marion L. Cutler,
 Bertha M. Doell,
 Hattie L. Donahoe,
 Lillian L. Edmonds,
 Helen Fitzpatrick,
 Laura M. Galle,
 Yettie B. Goldstein,
 Esther M. Hawkins,
 Mabel E. Houghton,

Charlotte Justheim,
 Marie J. Klemm,
 Ethel C. Kuhne,
 Cora B. Martin.
 Lillian L. Morrison,
 Emma C. Morse,
 Lucy M. Parkin,
 May L. Preston,
 Laura A. Rooney,
 Caroline M. Sherman,
 Ethel E. Stafford,
 Margaret B. Stebbins,
 Elizabeth W. Thomson,
 Mabel V. Willard,
 Ruth L. M. Young.

LOWELL SCHOOL.

Boys.

Frank A. Bertsch,
 Samuel I. Blum,
 Henry Bohnbach,
 James A. Brady,
 William T. Brandley,
 Charles A. Brauneis,
 Alexander D. Bruce,
 Richard W. Buttner,
 H. Clement Cosgrove,
 Vincent F. Daly,
 P. Lawrence Dolan,
 William C. Finneran,
 James J. Fitzgibbons,
 Edward J. Flynn,
 William L. Friary,
 Ralph Furtado,
 George H. Guinan,
 Eli Hambro.
 Louis M. Harney,
 Joseph A. Hayner,
 Edward C. Kelly,
 Henry Lamont,
 Philip Lanzendorfer,
 John H. Leahy,
 Clarence A. Long,
 Arthur K. Lowell,
 Warren H. MacNaughton,
 William A. McPherson,

August Metzler,
 Alfred J. Moore,
 George J. Mullen,
 John J. Murray,
 August G. Oswald,
 John P. Parkinson,
 Arno P. Pollak,
 John L. Rooney,
 Joseph J. Ryan,
 Joseph E. A. Scalan,
 Herman J. Schneider,
 Rudolph H. Schumann,
 Thomas Stringer,
 Wilbert F. Timmins,
 John F. Tirrell,
 George A. Tyler,
 Walter J. Vackert,
 John E. Welter,
 Albert Wittenauer,
 Herman C. Wittenauer.

Girls.

Lucy M. Ackels,
 Helen A. Ade,
 Annie M. Alley,
 Ida G. Ballou,
 Florence M. Bevelander,
 Nora L. Brown,
 Mary E. Burns,
 Mary E. Deveney,
 Gertrude G. M. DeVoe,
 Maude C. Dix,
 Alice M. Donald,
 Elizabeth Duffy,
 Anna C. Earley,
 Ethel M. Evans,
 Catherine T. Fitzgibbons,
 Anna W. Gurke,
 Mabel Hayes,
 Gertrude M. Jacobs,
 Gertrude E. Johnson,
 Blanche M. Kenty,
 Wilhelmine E. Kohler,
 K. Helena LaCoste,
 Catherine M. Lane,
 Frances C. Mahr,
 Barbara N. Mayer,

Susan H. E. McElroy,
 Mary W. McNamara,
 Anna T. McSherry,
 Frances Mooney,
 Alma D. Myer,
 Grace T. O'Donnell,
 Pauline M. A. Oschwald,
 M. Hazel Provan,
 Lillian A. Schumann,
 Nora C. Shea,
 Mary A. Sheahan,
 Rose E. Sweeney,
 Elsa F. Taubert,
 Annie A. Tomkinson,
 Marie Van Hall,
 Theresa Vogel,
 Sophia A. Weener,
 Evelyn A. Welch,
 Bertha C. Wilfert,
 Adaline Woods.

LYMAN SCHOOL.

Boys.

George F. Brock,
 Albert H. Critchett,
 Edward F. Cummings,
 William J. Cummings,
 Fred De Rome,
 Frederick T. Dunn,
 Louis Goldberg,
 George H. Hudson,
 George S. Jeffrey,
 John J. Kiley,
 Moses Kinsky,
 Edward L. Lebovitz,
 Louis S. Nudelman,
 Daniel L. O'Rourke,
 Francis L. Queenan,
 John J. Schiebel,
 John J. Schiveree,
 Moses R. Segel,
 Isador Sisonsky,
 Hugh J. Smith.

Girls.

Rose Berman,
 Grace D. Bethune,

Rosa B. Blacklow,
 Dora Evarts,
 Rose Falkson,
 Sadie Fletcher,
 Etta Godinski,
 Katherine Goldman,
 Annie Goldsmith,
 Rose Goodman,
 Elizabeth M. Houghton,
 Louise C. Krause,
 Mabel D. Libby,
 Gertrude A. Manning,
 Mary L. McCormack,
 Mary E. McGran,
 Helen M. McLean,
 Ida E. Nelson,
 Dorothy A. Ross,
 Clara M. Sanders,
 Isabella A. Scott,
 Theresa Silverman,
 Ida J. Simmerman,
 Annie M. Sullivan,
 Rachel Sunderland,
 Anna H. Sylven,
 Sarah Wallerstein,
 Louise A. Weigand,
 Myrtle Williams,

MARTIN SCHOOL.

Boys.

Cornelius G. Ahern,
 Albert H. W. Buttner,
 Henry A. Chase,
 Walter A. Cleary,
 James C. Dunne,
 Edward J. Fariell,
 Nathan F. Levy,
 Bayard W. Mack,
 Walter E. McCathern,
 William R. O'Connor,
 Charles P. Partridge,
 William H. Schemack,
 Henry J. Schmitt,
 John J. Slattery,
 Moses M. Solomon,
 Louis C. Thomas,

Carl T. Thoner,
John J. Waldron,
Gordon C. Widgeon.

Girls.

Ida H. Anderson,
Jennie Back,
Abigail M. Blake,
Ada Burns,
Maria A. Chamberlin,
Helen G. Cornell,
Harriet A. Ethier,
Antoinette A. Gregory,
Bertha W. Jones,
Elizabeth M. Keenan,
Sarah T. Lamb,
Annie M. Lambert,
Alice E. Maguinnis,
Lottie S. McCathern,
Margaret E. McCoy,
Ella L. O'Connor,
Irene M. O'Connor,
Eleanor M. Palmer,
Sophia E. Popp,
Frances L. Salt,
Mary E. Shaughnessy,
May M. Solomon,
Katherine Sprissler,
Mabel G. Trenholm,
Mary G. Waldron,
Evelyn A. Wilkinson.

MARY HEMENWAY SCHOOL.

Boys.

John F. Ahern,
Henry K. Aronson,
Henry R. Austin,
Edward H. F. Bishop,
Harold L. Bradshaw,
Michael A. Cassidy,
Herbert W. Clark,
Joshua B. Clark,
William J. Densmore,
Hedley S. Dimock,
Ralph Dinsmore,
Arthur L. Dion,

James L. Donohoe,
James F. Duffy,
Foster Farwell,
Robert E. Gannon,
William J. Gilbert,
Jacob Goldberg,
Charles R. Goodyear,
Charles E. Green,
Frank A. Ilanlon,
Ralph A. Holbrook,
Charles Kevney,
Cameron T. Latter,
John J. Lyons,
Patrick D. Murray,
Warren D. Owen,
Charles J. Rieker,
Joseph M. Sanderson,
Robert A. Smith,
Biasi J. Viafora,
Harrison A. Ward,
Ermon Zottoli.

Girls.

Nellie T. Ahern,
Adelaide A. Albrecht,
Minnie V. E. Armstrong,
Flora G. Auerbach,
Ethel R. Blaine,
Bertha M. Campbell,
Gertrude M. Clash,
Sarah A. Collupy,
Alice M. Conboy,
Frances Conboy,
Charlotte M. Condon,
Catherine A. Cunningham,
Louise F. De Smedt,
Ida A. Drew,
Melena A. Godair,
Marjorie C. Graham,
Lutie J. Graves,
Rebecca Hinckley,
Stella C. Hird,
Elizabeth M. Hoar,
Mabel G. Hull,
Gladys A. Lothrop,
Mabel E. Lyman,
Kathryn A. Lyons,

Mary A. McCall,
 Lillian E. McCarthy,
 Inez M. McCool,
 Margaret A. McDonald,
 Anna M. McGovern,
 Rose A. McLaughlin,
 Elizabeth D. L. McLean,
 Louise V. McManus,
 Agnes W. McMorro,
 Bertha L. Merrill,
 Anna I. Milligan,
 Genevieve F. Morgan,
 Eva I. Pihlkrantz,
 Maud K. Porter,
 Eunice B. Quimby,
 Eva C. Redhouse,
 Ethel M. Rogers,
 Mary L. Rooney,
 Frances L. Smith,
 Elizabeth I. Spargo,
 Marion H. Spargo,
 Mary A. Sullivan,
 Dorothea S. F. Vial,
 Beatrice Zottoli.

MATHER SCHOOL.

Boys.

Donald Allen,
 James P. Bellew,
 Jacob Bergson,
 James F. Bowen,
 Hugh D. Brady,
 Thomas J. Brennan,
 Louis C. Campbell,
 Everett W. Clothey,
 Arthur W. Davidson,
 James A. M. Dempsey,
 Edward I. Donahoe,
 Eugene F. Ferrie,
 William J. Flynn,
 Henry F. Ford,
 Henry J. Gallagher,
 Lawrence C. Glover,
 Martin H. Glynn,
 Henry T. Gorman,
 Daniel J. Graham,

J. Seely Grant,
 Charles P. Haggerty,
 Francis D. J. Harrigan,
 William L. Hickey,
 Harry H. Hill,
 James P. J. Judge,
 John J. Kane,
 Charles F. Keenan,
 James H. Laughlin,
 Cornelius F. Leary,
 Francis J. Lee,
 Ray M. Leonard,
 Solomon Lipschitz,
 John E. Long,
 Thomas F. Lyons,
 Charles D. Maguire,
 Thomas F. Mahan,
 William H. Mahan,
 John Markiewitz,
 William A. Maurer,
 Joseph P. McCall,
 Daniel F. McCormack,
 Charles F. McCoy,
 James E. McDonald,
 A. F. Lester McInnis,
 James M. McKenna,
 William A. McKenna,
 Chester R. McLeod,
 Daniel H. McNeil,
 Carlton M. Merrill,
 Harry I. Mitchell,
 Louis F. Moore,
 Thomas J. Mulhern,
 Ambrose M. Murphy,
 Daniel Murphy,
 John F. Nevins,
 Thomas J. Nevins,
 Arthur A. O'Leary,
 Jeremiah P. O'Leary,
 John J. O'Leary,
 Timothy W. O'Leary,
 Charles J. Ormonde,
 Ernest S. Parks,
 James H. Quilty,
 Charles S. Ryan,
 Richard H. Sheehan,
 Theodore H. Simpson,

Carl F. Stengel,
 Harry C. Thayer,
 Lawrence J. J. Tierney,
 Joseph B. Tompkins,
 Charles A. Turnbull,
 Alexander R. Urquhart,
 Ernest V. Vaughan,
 Walter E. Vinal,
 John J. Wallace.

Girls.

Mabel F. Agnew,
 Ellen G. Allerby,
 Grace L. Anderson,
 Irene M. Anderson,
 Mary A. Barnes,
 Mary C. Barry,
 Gertrude R. Baybutt,
 M. Ethel Baybutt,
 Grace J. Bennett,
 Mary G. Bowen,
 Daisy I. Brown,
 Matilda J. V. Campbell,
 Agatha C. Carney,
 Helen I. Carr,
 Winifred R. Cavanagh,
 Isabella F. Clark,
 Ellen F. Cleveland,
 Florence E. Cobbett,
 Margaret C. Connor,
 M. Alice Corliss,
 Mabel D. Cox,
 Nora V. Creeden,
 Alice M. Cummings,
 Catherine C. Cummings,
 Sarah J. Currie,
 Elsie M. Curtice,
 Mary J. Custance,
 Elizabeth A. Danahy,
 Myrtle Davidson,
 Lauretta M. Denning,
 Katherine A. Devine,
 Josephine F. Donovan,
 Marian B. Everett,
 Mary L. Farren,
 Annie M. Finnegan,
 Catherine J. Finnegan,

Florence M. Flavell,
 Catherine J. Forrestall,
 Mary L. Franklin,
 Frances M. Glennan,
 Mary G. Grey,
 Ruth P. Griffin,
 Elizabeth C. Haggerty,
 Elizabeth G. Hennessey,
 Jennie V. M. Keenan,
 Katherine E. Kelley,
 Adelaide G. C. Kennedy,
 Annie M. G. Kenney,
 Rosalie F. Kernachan,
 Mary L. Lane,
 Mary M. Long,
 Julia U. Lynch,
 Maria F. May,
 Mary G. McAvoy,
 Mary E. McCrear,
 Winifred A. McDonnell,
 Grace McEllaney,
 Mary A. McGrail,
 Annie J. McMahon,
 Mary I. McNamara,
 Mary E. J. Mullin,
 Alice G. Needham,
 Agnes T. Norton,
 Josephine A. O'Brien,
 Helen M. O'Connor,
 Margaret C. O'Leary,
 Mary E. O'Neil,
 Lillian F. R. Pattison,
 Ruthie I. Quimby,
 Helen M. L. Reardon,
 Julia E. Reardon,
 Florence A. Reid,
 Anna J. Rein,
 Margaret Riley,
 Josephine M. Ross,
 Margaret M. Scanlon,
 Emily M. Seavey,
 Louise G. Stanford,
 Mary F. Taylor,
 Lillian Thorner,
 Margaret L. Whall,
 Adeline M. White,
 Hattie W. Whitehead,

Ruth O. Wood,
M. Matilda Woods.

MINOT SCHOOL.

Boys.

Francis R. Archibald,
Andrew J. Barnes,
Joseph R. Brady,
Clifton D. Cahoon,
Charles B. Dacey,
William B. Delaney,
Arthur I. DeLappe,
Charles F. Dolan,
George L. Falardeau,
James A. Finigan,
Francis M. Gilrain,
Cornelius R. Haggerty,
Ralph S. Harvey,
Charles R. Hogan,
J. Marshall James,
William S. Leggett,
Joseph F. Maloney,
William A. McPherson,
Eugene F. Meleedy,
James E. Murphy,
William J. Shea,
Edward F. Stanton,
Richard J. Stanton,
Harold A. Whitaker.

Girls.

Helen E. Barnes,
Emilie C. Burford,
Mary F. Courtney,
Mary M. Cronin,
Catherine A. Crowley,
Elizabeth G. Culnane,
Annie G. Daley,
Venita E. Hentz,
Catherine C. Kelly,
Winnifred K. McGrail,
Mary R. Munier,
Elizabeth M. Murray,
Mary A. Quilty,
Grace E. Rockwell,
Hazel L. Ruggles,

M. Ethel Stewart,
Catherine A. Sullivan,
Clara A. Wanecek,
Isabelle H. Worcester,
Ida F. Wright.

NORCROSS SCHOOL.

Girls.

Mary C. Berlo,
Mary A. Brown,
Elizabeth A. Burns,
Mary F. Callahan,
Mary C. Chisholm,
Elizabeth B. Collins,
Mary F. Connelly,
Isabella Cooks,
Catherine F. Coughlin,
Helen M. Cunningham,
Mary M. Dalton,
Helen A. Daly,
Agnes J. Dalzell,
Mary E. Doherty,
Mary M. Finnegan,
Mary H. Flaherty,
Eva E. Fleming,
Mary E. Foley,
Margarita H. Foye,
Anna M. Hanrahan,
Anna A. Harrell,
Mary A. Hoey,
Mary Holshanetzky,
Annie M. Kaine,
Jane F. Lynch,
Helen T. McCue,
Alice C. McDonnell,
Mary E. McEleney,
Margaret L. McGovern,
Helen P. Mealey,
Delia A. Mulkern,
Margaret A. Mulkern,
Ellen L. Mullen,
Catherine V. Murphy,
Anna C. Murray,
Lillian B. Newton,
Margaret J. Noonan,
Henrietta M. Norton,

Mary M. O'Mara,
Isabel Petofsky,
Etta I. Seeve,
Mary A. Stack,
Mary M. Swanson.

PHILLIPS SCHOOL.

Boys.

Max Abrams,
Louis Abronovitz,
Charles Albert,
Max Albert,
Simon Alperin,
William M. Applebaum,
Aaron Astrin,
Charles K. Backus,
Joseph S. Baker,
Arthur G. Banks,
David S. Barron,
George P. Bell,
Isadore Belson,
Harry A. Bixby,
Philip Bolonsky,
Maurice Brody,
Phillips C. Brooks,
Warren F. Brooks,
William F. Brophy,
Calmon Burack,
Maurice Bushner,
Edward B. Cain,
Thomas F. Callahan,
Emilio A. Cardarelli,
Frank J. Chester,
Henry W. Clark,
Samuel Cline,
Anthony R. Connor,
Thomas L. Cunningham,
Charles M. Doherty,
Joseph C. Doran,
Max M. Eilberg,
Bernard Finkelstein,
David S. Finkelstein,
Joseph Friedman,
Samuel Gerling,
John R. Goguen,
Myer Goldstein,

Bernard J. Gorvin,
Daniel J. Guiney,
George Harris,
James J. Hayes,
Charles E. Herekson,
Thomas E. Holland,
Albert Holzman,
Leon S. Hubbard,
Frederick M. Keenan,
James E. Kelley,
Henry M. Kelty,
Joseph B. Klein,
Herman Konowitz,
John W. Lamphier,
James E. Landers,
Henry I. Lazarus,
Max Levine,
Samuel A. Levine,
Isadore Lewin,
Ellis Locker,
Joseph A. Lynch,
Eugene F. MacAuliffe,
Jacob Markovitz,
Lewis Marshalak,
John A. McKenna,
James J. McSweeney,
Samuel J. Meshulam,
Louis C. Miller,
John W. Murphy,
Charles A. Murray,
Daniel E. Nickerson, Jr.,
Abraham I. Nottenburg,
Charles H. O'Donnell,
Morris Omansky,
Jacob Poslonsky,
Max Price,
Samuel Quinn,
Luke R. Reddick, Jr.,
George A. Rexford,
John P. Rinn,
Julius Rosenthal,
Edward Schön,
Abraham A. Shenesky,
Harris Sickrowsky,
David Siegel,
Louis Silverman,
Joseph Slepian,

Benjamin H. Smith,
David H. Stepansky,
David Stern,
Joseph Stone,
Jacob L. Sydenberg,
John J. Talbot,
Isaac I. Urofsky,
David C. Weiner,
Samuel Weinstein,
Edward I. Weisberg,
John F. Whalen,
Harry Winick,
Jacob Witkin,
Louis A. Wolfson,
Philip L. Zarembsky.

PHILLIPS BROOKS SCHOOL.

Boys.

Carl E. Allison,
David Barrant,
Gordon S. Beal,
Basil F. Brigandi,
J. Leslie Brummett,
William T. Campbell,
James L. Cass,
Harold W. Child,
John A. Connolly, Jr.,
Maurice J. Cotter,
James A. Cronin,
Paul M. Didriksen,
George F. Dolan,
Thomas P. Douglass,
Arthur J. Ellis,
Mark Ellis,
Humbert F. F. Ferrandi,
Moses First,
Arthur E. Garber,
Ernest A. Hale,
Joseph R. Handrahan,
Owen F. Hayes,
H. Ansel Haynes,
Harry Hemmerdinger,
William J. Hemmerdinger,
Frank T. Howard,
Jesse W. Hoxie,
John T. Johnson,

John A. Kelly,
Edward Kenney,
John F. Kirby,
Carl M. Lind,
Ira L. Lipp,
Maurice J. Lowenberg,
Thomas L. Lynch,
Herbert P. McLean,
Joseph W. Murray,
Edson H. Nye,
John O'Brien,
Ignatius G. O'Gorman,
Walter J. O'Heran,
William J. Parr,
Richard R. Powers,
Philip W. Prescott,
Francis F. Randolph,
James Roche,
Frederick J. Ryan,
Moses Shannahoffski,
Roderick N. Shaw,
Earl E. Silver,
John F. Stanlake,
Carl Stucklen,
Edward H. Thompson,
James A. White.

Girls.

Annie L. T. Andem,
Helen P. Bly,
Bertha E. Boas,
Laura J. Bradbury,
Juanita M. Brown,
Mary C. Callanan,
Elsie L. Campbell,
Ethel M. Catlin,
Mary M. Coffey,
Evangeline Cohen,
Mary L. Connolly,
Catherine F. Dacey,
Ethel Davenport,
Jessie F. Davis,
Annie L. Desmond,
Mary E. Doherty,
Rose Drew,
Florence K. Dunn,
Bessie G. Eastman,

Edith C. Elliot,
Matilda Ellis,
Elizabeth Ewing,
Anna G. Finn,
Julia First,
Maude S. Fisher,
Kate Fitzgerald,
Marguerite L. Fitzgerald,
Lillian A. Gebhardt,
Lulu E. Gleason,
Mary L. Glidden,
Rose A. Goldstein,
Anna Hochberg,
Ida A. Holmes,
Edith I. Johnston,
Helen Keeler,
Adeline B. Keeling,
Alice L. Kelley,
Alice R. King,
Alice L. Leonard,
Judith Lewis,
Frederica J. Lord,
Lillian F. Magrath,
Esther Marks,
Alice E. McGough,
Mary L. McKeon,
Florence A. Meyer,
Alice A. Murphy,
Sarah Nadell,
Adeline Neff,
Grace H. O'Heran,
Ruth L. Ordway,
Helen C. Parmelee,
Edythe V. Peacock,
Sarah G. Pinansky,
Mabel G. Rae,
Julia Ratkowsky,
Leah Rosenthal,
Elizabeth M. Self,
Grace M. Tower,
Marguerite D. Tschaler,
Alice M. Williams,
Pearle B. Williams.

PRESCOTT SCHOOL.

Boys.

Edwin C. Antunes,
George T. Austin,
Edward J. Bartlett,
Thomas F. Brickley,
George E. Browne,
William C. Day,
Charles L. Donovan,
Edward Fidler,
Merrill H. Field,
Francis P. Fitzgerald,
Gerald J. Henry,
Joseph E. Kelley,
Thomas F. Kinsella,
James H. McGlinchy,
James H. Nicholls,
Arthur E. Orne,
John O. White.

Girls.

Grace V. Brown,
Josephine E. Cass,
Georgina J. Corbett,
Louise I. Cox,
Margaret M. Crowley,
Evelyn C. Davies,
Catherine E. Dunbar,
Elsie E. Finn,
Mary J. Greene,
Ellen V. Hickey,
Jennie M. Ingalls,
Florence J. Kearney,
Mary E. Kearney,
Elizabeth M. Lynch,
Helen P. Macgovern,
Julia A. McDonald,
Elizabeth L. McGonagle,
Mary G. Muir,
Katherine A. Murphy,
Margaret E. Nagle,
Mary F. Norton,
Esther G. O'Brien,
Margaret H. O'Donnell,
Catherine E. O'Mara,
Catherine A. Phillips,

Theresa E. Rebello,
Grace F. Reddy,
Annie C. Shea,
Anne G. Stockelberg,
Rosealba E. Therien,
Mary L. Welsh.

PRINCE SCHOOL.

Boys.

Albert L. Babcock,
Harold L. Barker,
Charles R. Bell,
Edward C. Beshgetour,
Scott D. Blanchard,
Roswell M. Boutwell,
Winfred F. Brown,
Thomas H. Cottam,
Paul S. Cushman,
William F. Howe, Jr.,
Harold N. Lewis,
Richard W. Lowther,
Charles F. MacDonald,
Philip J. Mayer,
Charles B. McCormack,
Reginald Middleton,
Harman W. Patterson,
Rodolphus Porter,
George A. Priest,
William Quigley,
Lawton J. Reed,
Charles W. Robertson,
William C. Simkins,
William H. Southall,
Leroy W. Vose,
Paul Whitcomb,
Paul F. Wiggin.

Girls.

Anna A. Ambrose,
Alice D. Blanchard,
Mabelle H. Bonelli,
Patrice M. Butler,
Freda Casson,
Mabel L. Clapp,
Eleanor W. Colony,
Pauline G. Daggett,

Blanche M. DeGarceau,
Julia E. L. Dennett,
Madalaine Dixon,
Ethel S. Ford,
Felicitas B. Freeman,
Alpha H. Furley,
Marigold S. Furley,
Helen P. M. Gorman,
Florence L. Hamm,
Ada L. Harris,
Mary C. Hawkes,
Rebecca R. Higgins,
Katharine Hinckley,
Florence I. Horn,
Alice R. Judkins,
Anna A. Kelly,
Mary A. Kelly,
Mabel M. Kennedy,
Helen G. G. Kilmurry,
Bessie G. Laskey,
Susan A. T. Lynch,
Hazel I. Mack,
Evangeline B. MacLeod,
Gertrude W. Martin,
Maude N. McLaughlin,
Celia E. Nettleton,
Frances M. Owen,
Doris Patterson,
Lillian A. Prince,
Frances M. Puttick,
Jane Rickelton,
Offidelle C. Seaver,
Louise Selby,
Katherine L. Smith,
Eunice A. Southall,
Robina A. F. Sproull,
Louise I. Tait,
Henrietta M. Tombs,
Anna K. Washburn,
Madeline R. White,
Charlotte A. Woolley,
Katharine I. Wyatt,
Florence Wyman,
Alice A. Young.

QUINCY SCHOOL.

Boys.

Joseph F. Barker,
 Daniel F. Barton,
 Abraham H. Beyer,
 David J. Brickley,
 James F. Burke,
 John L. Cleary,
 Michael A. Coplan,
 John F. Crowley,
 Abraham Davis,
 Michael J. Driscoll,
 Michael J. Farrell,
 Gaetano P. Filabello,
 Patrick M. Fitzgerald,
 Isadore Foss,
 Louis Goldberg,
 Harry Goldman,
 Cornelius A. Guiney,
 Charles F. Hennessey,
 Irving J. Hennessey,
 Edward J. Hogan,
 William J. Kendrick,
 Harry F. Kowalsky,
 Simon Krantzman,
 John J. Landrigan,
 Richard H. MacDonald,
 Christopher J. McCaffrey,
 Edward F. McNamara,
 Naaman Menaker,
 Charles A. Minnis,
 Frank D. Orvitt,
 Andrew Rubin,
 Hyman Saftel,
 Benjamin J. Sargent,
 Henry Schobel,
 Meyer M. Silverman,
 Maurice H. Singer,
 Charles A. Sullivan,
 John F. Sullivan,
 Joseph M. Wolf.

RICE TRAINING SCHOOL.

Boys.

Albert H. Allen,
 Earl F. Audet,

Paul Azadian,
 Louis I. Barnard,
 Albert C. Benson,
 Harold D. Bornstein,
 William J. Burk,
 John W. Butler,
 James J. Costello,
 Harry T. Coward,
 Joseph A. Curran,
 Robert C. Davis,
 John J. Fanning,
 Jacob B. Fixler,
 William M. Flynn,
 Stanton F. Gorman,
 John O. Helliwell,
 Joseph D. Hildreth,
 Alfred J. Kaempff,
 James F. Keenan,
 Harry B. Knights,
 Max A. Lazarus,
 Frederick H. Linney,
 Henry A. Martin,
 George I. McLaughlin,
 Armond C. Morand,
 Harold W. Murphy,
 Scott W. Orr,
 Joseph H. Peretti,
 Nathan Peskin,
 James R. Philbrook,
 James C. Purdy,
 Ralph R. Ransom,
 Stewart R. Robertson,
 Leon Silbert,
 Robert M. Taylor,
 Harry G. Tehan,
 Charles F. Thompson,
 Hugh A. Tobias,
 Elmer H. Trow,
 Leslie W. Twitchell.

ROBERT G. SHAW SCHOOL.

Boys.

Kenneth W. Faunce,
 Harold R. Gerlach,
 Frank T. Gillon,
 William A. Hayward,

Horace Horton,
 Nathan R. Hutchins,
 Lawrence T. Kane, Jr.,
 Robert Locke,
 Bernard A. McLaughlin,
 James J. O'Leary,
 Oscar R. Redonnet,
 Parker M. Robinson,
 William G. Schmidt,
 Stanley C. Smith,
 Arthur R. C. Stanley,
 Gillis W. Stark,
 George F. Sullivan,
 John G. Thompson,
 George G. Watt.

Girls.

Marie D. Anderson,
 Corinne C. Blake,
 Frieda I. W. Bohn,
 Marion G. Bourne,
 Jessie E. Dennett,
 Catherine F. Gallivan,
 Margaret A. Gallivan,
 Mae A. Gately,
 Evelyn S. Grover,
 Elsie F. Guild,
 Estelle MacGregor,
 Margaret D. Pearson,
 Elizabeth A. Reardon,
 Nina D. Rolfe,
 Flora A. Schlimper,
 Mary F. Starke,
 Nellie E. Trainor,
 Hazel F. Whitman,
 Alice L. Whitney.

ROGER CLAP SCHOOL.

Boys.

Albert W. Alexander,
 John A. Allen,
 Joseph L. Bandiera,
 Edward J. L. Boyle,
 John J. Burley,
 Ralph H. Coleman,
 George C. Cummings,

Joseph A. Cummings,
 John J. Daley,
 Henry A. Donovan,
 James J. Donovan,
 Chester A. Dunham,
 Frank E. Grant,
 Patrick Green,
 Harold M. Gushee,
 Howard A. Harris,
 Walter E. Henry,
 Frederick W. Horton,
 John W. Hutcheson,
 Arthur T. Kennedy,
 Robert F. Lynch,
 John H. Madden,
 James A. McDonald,
 Louis J. McGue,
 Frank McLaughlin,
 John E. Mockler,
 William W. O'Leary,
 John C. Powers,
 Albert L. Regele,
 Thomas S. Smith,
 James B. Troy.

Girls.

Julia E. Allen,
 Ethel E. Anderson,
 Ruby H. Anderson,
 Mabel F. Bailey,
 Josephine M. Bini,
 Rebecca F. M. Bradley,
 Mary E. E. Breen,
 Rose A. Breen,
 Mary A. Cody,
 Nellie T. Connor,
 Alice J. Doherty,
 Gertrude A. Eisenhauer,
 Josephine G. Fawcett,
 Frances G. Galvin,
 Angelina M. Georgetti,
 Genevieve M. Giblin,
 Josephine A. Hart,
 Georgiana Hartrey,
 Alice B. Irwin,
 Emma J. Ladd,
 Margaret M. Mahoney,

Alice F. McAfee,
 Catharine J. McGarry,
 Minnie M. McLaughlin,
 Frances A. Murphy,
 Signa O. Nelson,
 Charlotte F. Penney,
 Etta R. Piotti,
 Mae D. Plowman,
 Julia G. Roake,
 Anna E. Robinson,
 Marion E. Silva,
 Margaret E. Sinnett,
 Mildred E. Stewart,
 Edith M. Wallace.

ROGER WOLCOTT SCHOOL.

Boys.

Arthur Andersen,
 Sedley N. Best,
 Peter M. Curley,
 Bertram E. Eagles,
 Herbert L. Hebard,
 Albert O. Heiden,
 Jonathan B. Holt,
 Guy F. Hunter,
 Harry F. T. Kemp,
 John M. McGann,
 Thomas E. McGann,
 Howard J. Meadows,
 Carl Merry,
 Leo M. Morton,
 Timothy J. O'Connor, Jr.,
 Elliot G. Parks,
 John H. Smart,
 Everett L. Turner.

Girls.

C. Eleanor Christensen,
 Helena G. Durham,
 Anna C. Hart,
 Mary Hawkes,
 Olive M. Hull,
 Carolyn M. Ingalls,
 Agda M. Johanson,
 Edith B. Lansil,
 Lydia M. T. Lindemann,

Agnes R. Maloy,
 Nan N. Norton,
 Beulah Page,
 Mildred S. Page,
 Harriet M. Scheffreen,
 Minnie Shikes,
 Maud Stewart,
 B. Beatrice Strong,
 Margaret V. Strong,
 Louise M. Stucklen,
 Sadie F. West,
 Edna M. Weston.

SHERWIN SCHOOL.

Boys.

John H. Anderson,
 John Ballas,
 Carl O. Blaumquist,
 Percy W. Castelle,
 Frans J. C. E. Cedergren,
 David S. Cohen,
 Edward J. Coleman,
 Samuel M. Crocker,
 Abraham Danzig,
 Francis E. Dinsmore,
 Frederick L. Doringen,
 William E. Francoeur,
 Napoleon Giroux,
 Ulysses S. Green,
 Charles E. Hamilton,
 Adolph Holzman,
 Edward G. Hoyt,
 Ernest A. Kimball,
 Frederick Klein,
 Paul Lamberg,
 John Z. Lawson,
 Meyer Liberman,
 Arthur W. Ludgren,
 Robert R. McCaull,
 John J. McDade,
 John A. McEachern,
 William R. Meehan,
 Neil D. Morrison,
 Declan D. Murray,
 Harold Neuhooff,
 William J. O'Keefe,

Charles I. O'Neill,
 Paul B. Patterson,
 John J. Pyne,
 John J. Regan,
 Rolley B. Robinson,
 Morris Rosenfield,
 Nathan Satten,
 Albert Schnabel,
 Sydney Scheinwald,
 George F. Taylor,
 Peter E. Tenggren,
 Frank G. Wahlen,
 Ludwig Wehner,
 James J. West,
 Marshall White,
 Collins E. Whited.

SHURTLEFF SCHOOL.

Girls.

Gertrude H. Adams,
 Mary E. Barry,
 Elizabeth A. Bell,
 Elsie A. Bell,
 Mary E. Bell,
 Hattie K. Berg,
 Rose B. Berlo,
 Ella A. Boyce,
 Florence G. Brady,
 Bessie M. Broderick,
 Alice E. Butler,
 Annie J. Butler,
 Mary F. M. Butler,
 Mary E. Casey,
 Isabelle D. Crockett,
 Anna M. Cronin,
 Ellen G. Dahlquist,
 Sarah C. Davis,
 Annie M. Devin,
 Josepha H. Donovan,
 Mary B. Dorsey,
 Lila J. Foster,
 Agnes C. Gallacher,
 Olivia M. Gavin,
 Gertrude M. Gowen,
 Clara Grages,
 Gertrude L. Hannigan,

Helen K. Harris,
 Alice B. Kelley,
 Mary E. Kelly,
 Winifred L. Kemp,
 Lucy A. Kennedy,
 Alice E. Mahoney,
 Clementine L. Martel,
 Gertrude M. Martin,
 Ora M. McDonnell,
 Alice L. McDonough,
 Annie E. McNiff,
 Theresa A. Mercer,
 Gladys A. Mills,
 Florence A. Mitchell,
 Anna L. Moran,
 Eva M. Mosher,
 Blanche L. Mowbrey,
 Annie H. Mullen,
 May J. Mullen,
 Grace E. Murphy,
 Josephine V. Murphy,
 Alice V. Nolan,
 Mary L. Nolan,
 Jeanette A. O'Brien,
 Louise F. O'Brien,
 Margaret F. O'Toole,
 Josephine A. Porter,
 Catherine A. Sheehan,
 Mary M. Sheehan,
 Anna E. Spillane,
 Marcia E. Stuart,
 Caroline G. Sullivan,
 Esther C. Sutter,
 Emma L. Twitchell,
 Amy V. Wilson.

THOMAS N. HART SCHOOL.

Boys.

John S. Alpine,
 Clifford N. Amsden,
 Thomas H. Bean,
 Edwin J. Boynton,
 Ralph H. Bragden,
 Charles C. Buckley,
 George J. Byrnes,
 Chester B. Campbell,

Edward J. Carey,
 Joseph C. Carter,
 Thomas H. L. Casey,
 Mark A. Connolly,
 Walter J. Corcoran,
 Joseph S. Desmond,
 James R. Donald,
 Thomas P. Dooley,
 Joseph R. Dunphy,
 Ernest J. A. Engdahl,
 John J. Evans,
 Charles J. H. FitzGerald,
 George H. Friel,
 Charles A. Haverty,
 Joseph N. Haverty,
 Hermann T. Hemmen,
 Harold W. Higgins,
 Harrison E. Holbrook,
 John T. Holland,
 Arthur L. Hughes,
 Francis A. Hurley,
 Nelson P. James,
 Gustav A. Kalber,
 Walter J. Kean, Jr.,
 Thomas J. Kelley,
 Edward Kells, Jr.,
 Eugene T. Kinnaly,
 John F. Lamb,
 John J. Lewis,
 Robert G. Martin,
 William J. McAnaul,
 Charles R. McLaughlin,
 George W. McShane,
 Thomas E. McSorley,
 John J. Moynahan,
 Frederick J. Murphy,
 John J. Murphy,
 Thomas A. O'Mara,
 James F. O'Neil,
 Herbert Pendergast,
 Matthew J. Peters,
 Vincent H. Power,
 Jeffrey A. Quilty,
 Edward B. Quinn,
 Edmund W. Reardon,
 Charles H. Ryan,
 Raymond S. Simmons,

Robert B. Slattery,
 Fred W. Sullivan,
 Lawrence C. Sullivan,
 Stephen F. Sullivan,
 Thomas H. Tegen,
 George Thurston,
 Edgar L. Woodward.

WARREN SCHOOL.

Boys.

William H. Bruce,
 John J. Carroll,
 Ernest S. Carter,
 William E. Dower,
 Thomas J. Fouhy,
 Bertram F. Garland,
 Frederick W. Hale,
 Melville C. Harrington,
 Edgar H. Macdonald,
 Edward J. McElroy,
 Charles F. Miller,
 Henry J. Mullen,
 Jacob W. Robinson,
 Henry W. Shumaker,
 Arthur E. Smith,
 Emery W. W. Stewart,
 William F. Sullivan,
 Benjamin H. Thomas,
 James T. Thurston, Jr.,
 Edward W. Toomey,
 Benjamin S. White.

Girls.

Marion A. Bryant,
 Mary E. Buckley,
 Florence G. Carroll,
 Josephine F. Coleman,
 Ida G. Crawford,
 Isabella F. Curry,
 Louise F. Dunning,
 Margaret Flynn,
 Mary F. Flynn,
 Ethel F. Friend,
 Alice L. Gannon,
 Viola M. Gouley,
 Carolyn C. Harrington,

Theresa G. Hayes,
 Florence L. Kolb,
 Mary L. Malone,
 Esther V. Martin,
 Grace L. Meaney,
 Margaret V. Morrissey,
 Pearl M. Noonan,
 Ada V. O'Brien,
 Ethel M. Parris,
 Bessie M. Sample,
 Etta M. Simpson,
 Dora Small,
 Lillian A. Toomey,
 Mabel E. Tucker,
 Mary M. Welch,
 Louise Wingate.

WASHINGTON ALLSTON
 SCHOOL.

Boys.

Allen R. Barrow,
 Suren Bogdasarian,
 Charles P. Boyle,
 Warren E. Bramer,
 William P. Carley.
 Benjamin A. Carlson,
 Austin F. Chamberlin,
 Earl C. Combie,
 Henry G. Cooper,
 John Davenport,
 John J. Devlin,
 Theodore P. Dresser,
 Archibald Elliott,
 Joseph P. Feeley,
 John F. Finnegan,
 Joseph L. Flynn,
 Walter I. Gerrold, Jr.,
 Louis Goyette,
 J. Raymond Haynes,
 James Hendricks,
 Frank H. Hilliard,
 John P. Hobin,
 Fred W. Jarvis,
 Frederick H. Johnson,
 Thomas J. Kelly,
 Henry E. Kreinsen,

William J. Lally,
 Roscoe Latz,
 Herbert M. Littlefield,
 Thomas J. Loughman,
 Charles H. Malpus,
 Charles F. Merrick,
 Francis McCarthy,
 Daniel McDonald,
 John A. McDonald,
 Robert H. Miln,
 Leo C. Morey,
 William J. Nash,
 Lewis T. Nellson,
 Frank J. Orchard,
 Alexander H. Pearson,
 Gilbert E. Peterson,
 Martin J. Pettit,
 George J. Pitts,
 William E. Powell,
 Edward M. Ryan,
 Charles E. Ryder,
 Francis E. Severance,
 Crawford F. Sisson,
 John F. Sullivan,
 Fred B. Teed,
 Michael J. Tierney,
 Owen W. Tierney,
 Edward J. Twigg,
 Michael J. Walsh,
 Harry W. Waterfall.

Girls.

Grace E. Adams,
 Marie H. Atwater,
 Vestie W. Barlow,
 Mary Bowles,
 Lois E. Bramer,
 Laura E. Call,
 Mary E. Carrigan,
 Eleanor K. Cashman,
 Marion H. Chamberlin,
 Annie J. Conroy,
 Josephine Corcoran,
 Emma M. Crossman,
 Barbara Dwight,
 Mary T. Fallon,
 Louise S. Fisher,

Helen F. Freeman,
 Annie Gaudette,
 Mary E. Golden,
 Mabel E. Graves,
 Eva E. Hanna,
 Louise B. Harris,
 Mary L. Hebard,
 Abby S. Herrick,
 Ethel A. Hunter,
 Bertha A. V. Hurley,
 Margaret A. Jackson,
 Margaret Kenny,
 Emily M. Keyes,
 Ethel R. Knight,
 Georgia M. Leonard,
 Susan E. Maguire,
 Lillian M. Martin,
 Christine F. Mellen,
 Estelle M. Merry,
 Alice Mohan,
 Anna F. Morley,
 Maude S. Morse,
 Margaret E. Mulrenan,
 Mary F. Murphy,
 Hilda Nordstrom,
 Virginia R. O'Brien,
 Mary I. Olsson,
 Gertrude M. O'Neill,
 Norah Patrick,
 Sarah V. Peterson,
 Dorothy L. Phalon,
 Orma A. Richardson,
 Catherine A. Roddy,
 Mary L. Sampson,
 Alice M. Sawins,
 Hilda Sikora,
 Catherine V. Skehill,
 Helen F. Taft,
 Floss Evelyn Tarleton,
 Reta A. Tedford,
 Catherine V. Tierney,
 Edna M. Tooker,
 Marguerite A. Walker,
 Alice C. Weaver,
 Marion R. Weaver,
 Amelia A. Weitz,
 Ada H. Young.

WELLS SCHOOL.

Girls.

Elizabeth Adalman,
 Jennie Barber,
 Bertha Barron,
 Anna I. Becker,
 Dora S. Bogoslavesky,
 Mildred S. Bramberg,
 Frances G. Brand,
 Charlotte Brown,
 Sophie Charak,
 Gertrude Cohen,
 Laura C. Constantineau,
 Nora T. Cuddy,
 Eleanor Dolph,
 Elizabeth B. Dorherty,
 Marion L. Dunn,
 Mildred Fine,
 Elizabeth R. Finger,
 Sarah A. Goldberg,
 Rachel R. Goldstein,
 Sarah G. Goldstein,
 Ida Golinsky,
 Mary Gordon,
 Lucy A. Greenwood,
 Rebecca I. Held,
 Dorothy E. Helman,
 Elizabeth A. Isenberg,
 Minnie G. Lesofsky,
 Hannah Levinson,
 Celia A. Lishtman,
 Elizabeth Lopinsky,
 Margaret T. Lowe,
 Florence I. Lubelsky,
 Catherine G. Madden,
 Rhoda E. Markowitz,
 Mary T. McCarthy,
 Gertrude E. McGorty,
 Catherine A. McHugh,
 Susan M. Morris,
 Sarah J. Ornstein,
 Rebecca Romsisky,
 Anna Rosenberg,
 Frances D. Rosenberg,
 Esther Rosenstein,
 Gertrude I. Saxe,

Marion Scovitch,
 Mary M. Seidenberg,
 Edith O. Sheean,
 Mary Sheffer,
 Mary Silverman,
 Esther I. Simon,
 Celia Sosonsky,
 Charlotte Steinberg,
 Eva Stone,
 Minnie Swartzman,
 Anna Wasserman.

WINTHROP SCHOOL.

Girls.

Marie A. V. Aliot,
 Ida Anushinsky,
 Annie Apetowsky,
 Jennie Bialas,
 Ruby M. Boynton,
 Annie C. Brannan,
 Catherine A. Brickley,
 Mary E. Brooks,
 Kathryn S. Carter,
 Mary Cohsed,
 Ellen M. Cronin,
 Bessie E. Davis,
 Mary Davis,
 Rebecca Emanuel,
 Anna M. S. Ennis,
 Anna R. Freeman,
 Lillian E. Galloway,
 Florence A. Gilman,
 Dora Goldberg,
 Elizabeth C. Green,
 Mary Greenberg,
 Frances J. Greenburg,
 Frances Jacobs,
 Pauline F. Jacot,
 Mary E. A. Jones,
 Lillian G. Kalbfleisch,
 Bertha Koplowitz,

Lillian F. M. A. Langley,
 Inez M. F. Lord,
 Mary A. S. Lynch,
 Mary A. Mahoney,
 Mary A. Maloney,
 Anna Marks,
 Mary F. McAuliffe,
 Kathryn M. R. McCarthy,
 Annie G. McIntire,
 Helen McKay,
 Christena M. R. McLeod,
 Florence E. Meaker,
 Hannah A. Moriarty,
 Mary F. Murphy,
 Helen T. Noonan,
 Helena Novogrod,
 Lottie Price,
 Annie E. Rawding,
 Margaret T. E. Reardon,
 Alice M. Reumuth,
 Beatrice Riley,
 Blanch H. Schmidt,
 Anna R. Schobel,
 Bertha Schwartz,
 Ellen T. Shea,
 Annie Simons,
 Bertha L. Smith,
 Grace N. Stevenson,
 Margaret A. Sullivan,
 Lena M. Thomas,
 Rosa M. Tuccio,
 Margaret A. Wallace,
 Yetta Wesalo,
 Lillian M. Zilch.

HORACE MANN SCHOOL.

Boys.

Morris Miller,
 Keith Scott.

Girls.

Margaret E. Short.

ROSTER OF
CADET OFFICERS AND NON-COMMISSIONED
STAFF OFFICERS
OF THE
BOSTON SCHOOL CADET BRIGADE,
JUNE, 1903.

ROSTER OF CADET OFFICERS
AND
NON-COMMISSIONED STAFF OFFICERS
OF THE
BOSTON SCHOOL CADET BRIGADE,

JUNE, 1903.

FIRST REGIMENT.

(English High School.)

TWO BATTALIONS.

Cadet Lieut.-Col. — Harold B. Grouse.

Cadet Major. — Harold W. Smith.

Cadet Major. — George W. Boland.

STAFF OFFICERS.

Cadet Regt. Adj. — Albert H. Roth.

Cadet Regt. Q. M. — John H. Lindsay.

Cadet Batt. Adj. — Harry J. J. Blake.

Cadet Batt. Adj. — Joseph G. Homer.

NON-COMMISSIONED STAFF OFFICERS.

Cadet Regt. Sergt.-Major. — Charles W. O'Keefe.

Cadet Batt. Sergt.-Major. — Francis J. Norton.

Cadet Batt. Sergt.-Major. — Philip Levy.

Cadet Color Sergt. — Harry Dickson.

Cadet Drum Major. — LeRoy A. Dorman.

COMPANY OFFICERS.

COMPANY A. *Cadet Capt.* — Jacob Swartz ; *Cadet Lieuts.* — John J. Fitzpatrick, Albert G. Wolff.

COMPANY B. *Cadet Capt.* — Alfred J. Eichler ; *Cadet Lieuts.* — Carl W. Johanson, Arthur D. Anderson.

COMPANY C. *Cadet Capt.* — Edward J. Geishecker ; *Cadet Lieuts.* — Saul C. Kahn, George Reinherz.

COMPANY D. *Cadet Capt.* — Cornelius J. Donovan ; *Cadet Lieuts.* — Vincent H. Jacobs, Simon M. Daniels.

COMPANY E. *Cadet Capt.*—James J. Sullivan; *Cadet Lieuts.*—Stephen L. Maloney, Henry C. Turner.

COMPANY F. *Cadet Capt.*—Allie Silverstein; *Cadet Lieuts.*—Morris M. Aisner, Lazarus Radlo.

COMPANY G. *Cadet Capt.*—Lloyd P. Williamson; *Cadet Lieuts.*—Herman A. Mintz, George I. Matthews.

SECOND REGIMENT.

(Public Latin School.)

TWO BATTALIONS.

Cadet Lieut.-Col.—William J. Shanahan.

Cadet Major.—Elmer E. House.

Cadet Major.—William B. Mahar.

STAFF OFFICERS.

Cadet Regt. Adj.—Frederick W. Newcomb.

Cadet Regt. Q. M.—Joseph F. Wogan.

Cadet Batt. Adj.—Arthur A. Andrews.

Cadet Batt. Adj.—Arthur R. Taylor.

NON-COMMISSIONED STAFF OFFICERS.

Cadet Regt. Sergt.-Major.—Joseph A. Hayes.

Cadet Regt. Q. M.—Wendell W. Faunce.

Cadet Batt. Sergt.-Major.—Walter M. Stone.

Cadet Batt. Sergt.-Major.—Frank W. Johnson.

Cadet Color Sergt.—Christopher J. Halligan, Jr.

Cadet Drum Major.—Frederick H. Stewart.

COMPANY OFFICERS.

COMPANY A. *Cadet Capt.*—Arnold W. Heath; *Cadet Lieuts.*—Philip P. Marion, Joseph H. Hutchinson.

COMPANY B. *Cadet Capt.*—Harold E. Wilson; *Cadet Lieuts.*—Edmund G. White, Frank L. Baxter.

COMPANY C. *Cadet Capt.*—William A. Hanley; *Cadet Lieuts.*—Joseph S. Pfeffer, Edwin A. Meserve.

COMPANY D. *Cadet Capt.*—Frank D. Littlefield; *Cadet Lieuts.*—John T. Tobin, Francis J. Comerford.

COMPANY E. *Cadet Capt.*—Thomas J. Hanlon, Jr.; *Cadet Lieuts.*—Carl S. Downes, Charles J. O'Donnell.

COMPANY F. *Cadet Capt.*—Earle H. McMichael; *Cadet Lieuts.*—William J. A. Bailey, Maurice Grünberg.

COMPANY G. *Cadet Capt.*—Frederick McAvoy; *Cadet Lieuts.*—John G. Long, William F. Temple.

COMPANY H. *Cadet Capt.*—Frederick H. Middleton; *Cadet Lieuts.*—Charles J. Mundo, Rufus C. Folsom.

THIRD REGIMENT.

(English High School.)

TWO BATTALIONS.

Cadet Lieut.-Col. — Everett W. Abbott.*Cadet Major.* — Herbert C. York.*Cadet Major.* — Charles E. Barry.

STAFF OFFICERS.

Cadet Regt. Adj. — Max Weiss.*Cadet Regt. Q.M.* — Chester F. Gibbons.*Cadet Batt. Adj.* — Harry H. Hunter.*Cadet Batt. Adj.* — Daniel J. Buckley.

NON-COMMISSIONED STAFF OFFICERS.

Cadet Regt. Sergt.-Major. — John E. O'Brien.*Cadet Batt. Sergt.-Major.* — Frederick J. Carroll.*Cadet Batt. Sergt.-Major.* — Fred W. Watts.*Cadet Color Sergt.* — Levitt J. Donahue.

COMPANY OFFICERS.

COMPANY A. *Cadet Capt.* — Albert G. Emery; *Cadet Lieuts.* — Montgomery S. Gibson, Jr., Russell J. Hammond.COMPANY B. *Cadet Capt.* — Harold L. Carter; *Cadet Lieuts.* — George A. Simpson, Morris E. Wyner.COMPANY C. *Cadet Capt.* — Paul S. Mosser; *Cadet Lieuts.* — Matthew W. Robertson, James C. Hammond.COMPANY D. *Cadet Capt.* — Charles A. Hagman; *Cadet Lieuts.* — Richard W. Milzner, William P. Callahan.COMPANY E. *Cadet Capt.* — William A. Tobin; *Cadet Lieuts.* — Bernard Polimer, Lawrence P. Duffy.COMPANY F. *Cadet Capt.* — Simon Kaplan; *Cadet Lieuts.* — Louis W. Croke, Abraham E. Pinanski.COMPANY G. *Cadet Capt.* — William S. Winslow; *Cadet Lieuts.* — William J. McAuliffe, Harold G. Gallagher.

SUBURBAN SCHOOLS.

THIRD BATTALION, FIRST REGIMENT.

(Charlestown and East Boston High Schools.)

Cadet Major. — M. Francis McGrath, Charlestown.*Cadet Adj.* — Matthew J. Lambert, East Boston.*Cadet Sergt.-Major.* — John F. Toland, Charlestown.

COMPANY E. (Charlestown.) *Cadet Capt.* — Willard L. Prescott; *Cadet Lieuts.* — George E. Ward, Albert C. Ward.

COMPANY H. (East Boston.) *Cadet Capt.* — Oliver E. Story; *Cadet Lieuts.* — William F. Whitehead, Charles W. Rollins.

COMPANY I. (East Boston.) *Cadet Capt.* — M. Joseph Naiherseg; *Cadet Lieuts.* — William T. Bennett, John W. Thornton.

FOURTH BATTALION, FIRST REGIMENT.

(South Boston High School.)

Cadet Major. — John M. J. Neagle.

Cadet Adj. — William J. Byrnes.

Cadet Sergt.-Major. — Harry G. Mitchell.

Cadet Color Sergt. — William F. McDonough.

COMPANY A. *Cadet Capt.* — Daniel V. O'Flaherty; *Cadet Lieuts.* — James E. Rush, Matthew J. Gorham.

COMPANY B. *Cadet Capt.* — Martin B. V. Buckley; *Cadet Lieuts.* — Walter I. Baxter, John A. Mullen.

COMPANY C. *Cadet Capt.* — John S. Pickett; *Cadet Lieuts.* — Francis G. L. Guindon, Herbert E. Bishop.

THIRD BATTALION, SECOND REGIMENT.

(Roxbury and West Roxbury High Schools.)

Cadet Major. — Charles R. Joy, Roxbury.

Cadet Adj. — Gilmore C. Dickey, Roxbury.

Cadet Sergt.-Major. — Edward Frew, Roxbury.

Cadet Color Sergt. — Charles E. Bee, Roxbury.

COMPANY A. (Roxbury.) *Cadet Capt.* — James P. Mountain; *Cadet Lieuts.* — Joseph Beal, Charles H. Brackett.

COMPANY B. (Roxbury.) *Cadet Capt.* — Charles B. Wiggin; *Cadet Lieuts.* — Charles F. Graham, Francis W. Carrét.

COMPANY C. (Roxbury.) *Cadet Capt.* — Thomas A. Thorn; *Cadet Lieuts.* — John V. Peard, George W. Tilley.

COMPANY G. (West Roxbury.) *Cadet Capt.* — Daniel T. Curtin, Jr.; *Cadet Lieuts.* — George E. Ware, Gordon F. Stewart.

THIRD BATTALION, THIRD REGIMENT.

(Brighton High School.)

Cadet Major. — John G. Macdonald.

Cadet Adj. — Alfred C. DeLang.

Cadet Sergt.-Major. — Arthur E. Skillings.

Cadet Color Sergt. — Willard D. Woodbury.

COMPANY F. *Cadet Capt.* — Frank J. Reynolds; *Cadet Lieuts.* — Fred E. Stearns, Charles M. Fetherston.

COMPANY M. *Cadet Capt.* — Ernest W. Turner; *Cadet Lieuts.* — J. Baldwin Bruce, Francis E. J. Burns.

FOURTH BATTALION, THIRD REGIMENT.

(Dorchester High School.)

Cadet Major. — Follett I. Isaacson.*Cadet Adj.* — Charles J. Cullen.*Cadet Sergt.-Major.* — Arthur W. Ross.*Cadet Color Sergt.* — Arthur R. Wharton.

COMPANY A. *Cadet Capt.* — Francis E. H. Walter; *Cadet Lieuts.* — Gustavus F. Sargent, Joseph W. Butler.

COMPANY B. *Cadet Capt.* — Walter T. Wiley; *Cadet Lieuts.* — Harry A. Clarke, Albert E. Schallenbach.

COMPANY C. *Cadet Capt.* — Harry C. Drown; *Cadet Lieuts.* — Paul G. White, Harry C. Knox.

COMPANY D. *Cadet Capt.* — Robert M. Everett; *Cadet Lieuts.* — Charles F. B. Lewis, H. Reginald Hurd.

COMPANY E. *Cadet Capt.* — George W. Barker; *Cadet Lieuts.* — Carl E. Brazer, Curtis E. Huebner.

COMPANY F. *Cadet Capt.* — Paul H. Heimer; *Cadet Lieuts.* — Ralph B. Jacobs, Gerard T. Chapin.

LIEUTENANT-COLONEL GEORGE H. BENYON,

Asst. Inspector-General, M. V. M.,

Instructor of Military Drill.

ORGANIZATION
OF THE
SCHOOL COMMITTEE
FOR
1903.

SCHOOL COMMITTEE, 1903.

[Term expires January, 1904.]

Anna Barrows,
Wilfred Bolster,
Charles L. Burrill,
Julia E. Duff,

George A. O. Ernst,
William J. Gallivan,
Daniel S. Harkins,
Frank Vogel.

[Term expires January, 1905.]

John A. Brett,
George E. Brock,
Thomas J. Kenny,
William F. Merritt,

Mark B. Mulvey,
Robert T. Paine, Jr.,
Phineas Pierce,
James J. Storrow.

[Term expires January, 1906.]

X John H. Casey,
X Ellery H. Clark,
Grafton D. Cushing,
X Mary A. Dierkes,

X David A. Ellis,
X Herbert J. Keenan,
X William T. Keough,
James A. McDonald.

OFFICERS OF THE BOARD.

President.

GRAFTON D. CUSHING.

Secretary.

THORNTON D. APOLLONIO.

Auditing Clerk.

WILLIAM J. PORTER.

Schoolhouse Custodian.

EDWARD C. BALDWIN.*

Superintendent.

EDWIN P. SEAVER.

Supervisors.

GEORGE H. CONLEY,
GEORGE H. MARTIN,
WALTER S. PARKER,

ELLOR E. CARLISLE,
STRATTON D. BROOKS,
MAURICE P. WHITE.

Messenger.

ALVAH H. PETERS.

Rooms of the Board, Mason street, open from 9 o'clock A.M. to 5 o'clock P.M. Saturdays from 9 o'clock A.M. to 2 o'clock P.M. During July and August the rooms close at 12 o'clock M. on Saturday.

* Office, 100 Boylston street, Room 620. Office hours, 3.30 to 4.30 P.M.; Saturdays, 10 A.M. to 12 M.

STANDING COMMITTEES.

- ACCOUNTS. — Phineas Pierce, *Chairman*; Messrs. Brock, Ernst, Gallivan, and Merritt.
- COURSES OF STUDY AND TEXT BOOKS. — Wilfred Bolster, *Chairman*; Mr. Clark, Miss Dierkes, Messrs. Merritt and Pierce.
- DRAWING. — James A. McDonald, *Chairman*; Mrs. Duff, Messrs. Ellis, Keough, and Mulvey.
- EVENING SCHOOLS. — John A. Brett, *Chairman*; Mrs. Duff, Messrs. Mulvey, Storrow, and Vogel.
- HORACE MANN SCHOOL. — Anna Barrows, *Chairman*; Mr. Brett, Miss Dierkes, Messrs. Harkins and Keough.
- HYGIENE AND PHYSICAL TRAINING. — James A. McDonald, *Chairman*; Mr. Clark, Mrs. Duff, Messrs. Harkins and Keenan.
- LEGISLATIVE MATTERS. — John H. Casey, *Chairman*; Messrs. Clark, Keenan, Pierce, and Vogel.
- MANUAL TRAINING. — Frank Vogel, *Chairman*; Messrs. Brock, McDonald, Keough, and Mulvey.
- MUSIC. — Robert T. Paine, Jr., *Chairman*; Miss Barrows, Messrs. Cushing, Kenny, and Storrow.
- NAMES OF BUILDINGS. — Grafton D. Cushing, *Chairman*; Messrs. Casey, Ellis, Gallivan, and Pierce.
- RULES AND REGULATIONS. — George A. O. Ernst, *Chairman*; Messrs. Bolster, Casey, Cushing, and Kenny.
- SALARIES. — George E. Brock, *Chairman*; Misses Barrows, Dierkes, Messrs. Ernst and Keough.
- SCHOOL HOUSES. — Charles L. Burrill, *Chairman*; Messrs. Brock, Brett, Ellis, and Keough.
- SUPPLIES. — Thomas J. Kenny, *Chairman*; Messrs. Burrill, Harkins, Paine, and Storrow.
- TRUANT OFFICERS. — Mark B. Mulvey, *Chairman*; Messrs. Ernst, Harkins, Keenan, and McDonald.

NORMAL, HIGH SCHOOL AND DIVISION COMMITTEES.

- NORMAL SCHOOL. — Robert T. Paine, Jr., *Chairman*; Messrs. Bolster, Casey, Mrs. Duff, and Mr. Ellis.
- HIGH SCHOOLS. — Frank Vogel, *Chairman*; Messrs. Bolster, Burrill, Gallivan, and Merritt.
- FIRST DIVISION. — William T. Keough, *Chairman*; Messrs. Brett, McDonald, Storrow, and Vogel.

SECOND DIVISION. — James A. McDonald, *Chairman*; Messrs. Bolster, Burrill, Mrs. Duff, and Mr. Ernst.

THIRD DIVISION. — Charles L. Burrill, *Chairman*; Miss Barrows, Mrs. Duff, Messrs. Ellis and Kenny.

FOURTH DIVISION. — Ellery H. Clark, *Chairman*; Mr. Cushing, Miss Dierkes, Messrs. Mulvey and Paine.

FIFTH DIVISION. — Anna Barrows, *Chairman*; Messrs. Casey, Clark, Gallivan, and Paine.

SIXTH DIVISION. — Thomas J. Kenny, *Chairman*; Messrs. Brock, Gallivan, Harkins, and Keenan.

SEVENTH DIVISION. — Wilfred Bolster, *Chairman*; Messrs. Brett, Ellis, Merritt, and Pierce.

EIGHTH DIVISION. — Frank Vogel, *Chairman*; Messrs. Brock, Ernst, Keough, and Mulvey.

NINTH DIVISION. — William F. Merritt, *Chairman*; Mr. Casey, Miss Dierkes, Messrs. Harkins and Storrow.

SPECIAL COMMITTEE. — *Extended Use of School Buildings.* — James J. Storrow, *Chairman*; Miss Barrows, Messrs. Brett, Clark, and Paine.

GRAMMAR DISTRICTS.

First Division. — Adams, Chapman, Emerson, and Lyman Districts.

Second Division. — Bunker Hill, Frothingham, Harvard, Prescott, and Warren Districts.

Third Division. — Bowdoin, Eliot, Hancock, Phillips, and Wells Districts.

Fourth Division. — Brimmer, Prince, Quincy, and Winthrop Districts.

Fifth Division. — Dwight, Everett, Franklin, Hyde, and Sherwin Districts.

Sixth Division. — Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, and Thomas N. Hart Districts.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Martin, and Phillips Brooks Districts.

Eighth Division. — Agassiz, Bennett, Bowditch, Charles Sumner, Longfellow, Lowell, Robert G. Shaw, and Washington Allston Districts.

Ninth Division. — Christopher Gibson, Edward Everett, Gilbert Stuart, Henry L. Pierce, Mary Hemenway, Mather, Minot, Roger Clap, and Roger Wolcott Districts.

SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER, Waban, Mass. * Office hours, Mondays to Fridays, 1 to 2 P.M.

* At School Committee Building, Mason street.

BOARD OF SUPERVISORS.

George H. Conley, Osborn road, Brookline. * Office hour, Monday, 4.30 to 5.30 P.M.

George H. Martin, 388 Summer street, West Lynn. * Office hour, Thursday, 4.30 to 5.30 P.M.

Walter S. Parker, Reading. * Office hour, Wednesday, 4.30 to 5.30 P.M.

Ellor E. Carlisle, Hotel Kempton, Berkeley street. * Office hour, Wednesday, 4.30 to 5.30 P.M.

Stratton D. Brooks, 29 Ruskin street, West Roxbury. * Office hour, Thursday, 4.30 to 5.30 P.M.

Maurice P. White, Wallingford road, Brighton. * Office hour, Monday, 4.30 to 5.30 P.M.

Regular meetings of the Board of Supervisors are held on the Friday preceding each regular meeting of the School Committee, at 9 o'clock A.M.

NOTE.—From the first Monday in November to and including the last Friday in January, the office hours of the respective Supervisors will begin one-half hour earlier than as above specified.

SUPERVISORS OF SCHOOLS.

George H. Conley. — High Schools : English and Mechanic Arts. Districts : Comins, Dearborn, Dillaway, Dudley, Dwight, Everett, Hugh O'Brien, Hyde, and Sherwin. Evening Schools : High and branches.

George H. Martin. — Normal and South Boston High. Districts : Bigelow, Brimmer, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Prince, Rice, Shurtleff, Thomas N. Hart, and Spectacle Island School. Evening Schools : Lincoln and Norcross.

Walter S. Parker. — High School : Brighton. Districts : Bennett, Christopher Gibson, Edward Everett, Gilbert Stuart, Henry L. Pierce, Mary Hemenway, Mather, Minot, Roger Clap, Roger Wolcott, Washington Allston, and Parental School. Evening Schools : Eliot, Mather, and Warren.

Ellor E. Carlisle. — High School : East Boston. Districts : Adams, Agassiz, Bowditch, Chapman, Charles Sumner, Emerson, Hancock, Longfellow, Lyman, Robert G. Shaw, and Horace Mann School, and Special Classes. Evening Schools : Hancock and Lyman.

* At School Committee Building, Mason street.

Stratton D. Brooks. — High Schools : Public Latin, Girls' Latin, Dorchester, Girls', Roxbury, and West Roxbury. Districts : Franklin, George Putnam, Lewis, Lowell, Martin, Phillips Brooks, and Winthrop. Evening Schools : Comins, Dearborn, and Franklin.

Maurice P. White. — High School : Charlestown. Districts : Bowdoin, Bunker Hill, Eliot, Frothingham, Harvard, Phillips, Prescott, Quincy, Warren, and Wells. Evening Schools : Bowdoin, Quincy, Wells, and Washington Allston.

NOTE. — Kindergartens are assigned to the Supervisors of the districts in which the respective Kindergartens are located.

SUPERVISORS IN CHARGE OF BRANCHES OF INSTRUCTION.

George H. Conley. — Drawing, French, Greek, Latin, Mechanic Arts, and Spanish.

George H. Martin. — Civil and Municipal Government, English Language, and Grammar, and History.

Walter S. Parker. — Bookkeeping, Commercial Geography, Commercial Law, Economics, Geography, Geology, Music, Penmanship, Physical Geography, Phonography, and Typewriting.

Ellor E. Carlisle. — Botany, Cookery, English Literature, German, Household Science and Arts, Kindergarten subjects, Reading, Sewing, and Zoölogy.

Stratton D. Brooks. — Algebra, Astronomy, Chemistry, Geometry, Military Drill, Physics, and Psychology.

Maurice P. White. — Arithmetic, Practical Geometry, Manual Training for boys, Physical Training, and Physiology.

HOLIDAYS AND VACATIONS.

Every Saturday ; the half-day before Thanksgiving day and the remainder of the week ; the half-day before Christmas day ; one week commencing with Christmas day ; New Year's day ; the twenty-second of February ; Good Friday ; the nineteenth of April ; the week immediately preceding the second Monday in April ; Decoration day ; the seventeenth of June ; and to the Primary Schools from the Friday preceding the week of graduating exercises in the schools, and to the Normal, High, and Grammar Schools from their respective graduating exercises to the second Wednesday in September.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton Streets.

Head-Master. — Wallace C. Boyden. *Master.* — Colin A. Scott. *Assistants.* — Katharine H. Shute, Dora Williams, Laura S. Plummer, Alice M. Dickey, Fanny E. Coe, Gertrude E. Bigelow, Mary C. Mellyn, Lillian M. Towne, Rose A. Carrigan, Mary C. Shute, Caroline D. Aborn. *Drawing.* — Henry W. Poor. *Janitor.* — Thomas F. Durkin.

Rice Training School. (Boys.)

GRAMMAR.

Corner of Dartmouth and Appleton Streets.

Master. — Lincoln Owen. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Assts.* — Florence Marshall, Mary E. Mailman. *Assistants.* — Ella T. Gould, Edith F. Parry, Dora Brown, Mattie H. Jackson. *Manual Training.* — Mary E. Pierce. *Janitor.* — Thomas F. Durkin. *Truant-officer.* — Charles B. Wood.

APPLETON-STREET SCHOOL.

Assistants. — Lucy J. Clapp, Alice M. May.

PRIMARY SCHOOL.

APPLETON-STREET SCHOOL.

1st Asst. — Mabel I. Emerson. *Assistants.* — Eleanor F. Lang, Sarah E. Bowers, Clara C. Dunn, Emma L. Wyman, Mabel C. Kinney. *Janitor.* — George W. Collings.

KINDERGARTEN.

APPLETON-STREET SCHOOL.

Principal. — Lucy Kummer. *Assistant.* — Clara A. Malloch.

LATIN AND HIGH SCHOOLS.

Public Latin School. (Boys.)

Warren Avenue.

Head-Master. — Arthur I. Fiske. *Masters.* — Charles J. Capen, Joseph W. Chadwick, Byron Groce, Edward P. Jackson, John K. Richardson, George W. Rollins, Henry C. Jones, William R. Morse, Francis DeM.

Dunn, Alarie Stone, Walter A. Robinson. *Junior-Masters*. — Henry Pennypacker, William T. Campbell, Selah Howell, William P. Henderson, Patrick T. Campbell, Frederick Reed, Herbert T. Rich, William K. Norton. *Janitor*. — Matthew R. Walsh.

Girls' Latin School.

Copley Square.

Head-Master. — John Tetlow. *Master*. — Edward H. Atherton. *Assistants*. — Jessie Girdwood, Mary C. C. Goddard, Mary J. Foley, Florence Dix, Ellen C. Griswold, Abby C. Howes, Helen A. Stuart, Mary D. Davenport, Matilda A. Fraser, Sybil B. Aldrich, Julia K. Ordway. *Special Instructors*. — Jacob Lehmann, M. Eloise Talbot. *Janitor*. — Patrick J. Riordan.

Brighton High School. (BOYS AND GIRLS.)

Cambridge and Warren Streets, Brighton.

Head-Master. — Frederic A. Tupper. *Master*. — Benjamin Wormelle. *Junior-Master*. — Sidney Peterson. *Assistants*. — Marion A. Hawes, Ida M. Curtis, Mariette F. Allen, Eunice A. Crichtett, Elvira B. Smith, Laura M. Kendrick, Lucy W. Warren. *Commercial Branches*. — Grace I. Fox, Helen M. Hanscom. *Physical Training*. — Eleanor J. O'Brien. *Janitor*. — Charles H. Kelly.

Charlestown High School. (BOYS AND GIRLS.)

Monument Square, Charlestown.

Head-Master. — John O. Norris. *Master*. — Edward F. Holden. *Junior-Master*. — Malcolm D. Barrows. *Assistants*. — Sarah Shaw, Abbie F. Nye, Grace Hooper, Margaret T. Wise, Abby M. Thompson, Elizabeth G. Dowd, Harriet E. Hutchinson, Lotta A. Clark. *Commercial Branches*. — John H. Moore, Jennie V. Richardson. *Janitor*. — Joseph Smith.

Dorchester High School. (BOYS AND GIRLS.)

Talbot Avenue and Washington Street.

Head-Master. — Charles J. Lincoln. *Master*. — Albert S. Perkins. *Junior-Masters*. — Frederick G. Jackson, Milford S. Power, Charles T. Wentworth, John Haynes. *Assistants*. — Laura E. Hovey, Edith S. Cushing, Lucy A. Frost, Anna M. Fries, Margaret Cunningham, Jane A. McLellan, Louisa E. Humphrey, Katherine K. Marlow, Jessie L.

Adams, Mabel M. Taylor, Mary A. Leavens, Sarah L. Dyer, Harold Bisbee, M. Grace Potter, Mabel E. White, Henry W. B. Arnold. *Commercial Branches*.—William L. Anderson, Oscar H. Bresee, Bessie A. Roberts. *Drawing*.—Adalena R. Farmer, Mary M. Robinson. *Physical Training*.—Mabel S. Morse. *Janitor*.—John McCloskey. *Matron*.—Elizabeth F. Hunter.

East Boston High School. (BOYS AND GIRLS.)

Marion Street, between Princeton and Saratoga Streets.

Head-Master.—John F. Eliot. *Junior-Masters*.—Charles W. Gerould, George D. Bussey, W. Hollis Godfrey. *Assistants*.—Lucy R. Beadle, Kate W. Cushing, Lucia R. Peabody, Gracia E. Read, Alma F. Silsby, Francis J. Conlin, Grace L. Putnam. *Commercial Branches*.—Charles E. Simpson, Lizzie J. Fitzgerald. *Physical Training*.—Sarah H. Jacobus. *Janitor*.—George H. Bird. *Asst. Janitor*.—Oliver E. Wood. *Matron*.—Margaret J. Elmore.

English High School. (Boys.)

Montgomery Street.

Head-Master.—John F. Casey. *Masters*.—Charles B. Travis, S. Curtis Smith, William H. Sylvester, Rufus P. Williams, William T. Strong, James A. Beatley, Frank O. Carpenter, Melvin J. Hill, Charles P. Lebon, James E. Thomas, Albert P. Walker, Edward H. Cobb, George W. Evans, William B. Snow, James Mahoney, Samuel F. Tower. *Junior-Masters*.—Henry M. Wright, Charles E. Stetson, Frederic B. Hall, Peter F. Gartland, Fred R. Miller, Frank E. Poole. *Commercial Branches*.—James W. Mace, Jr. *Drawing*.—Edward R. Kingsbury. *Janitor*.—Patrick W. Tighe.

Girls' High School.

West Newton Street.

Head-Master.—John Tetlow. *Master*.—Samuel Thurber. *Asst.-Principal*.—Harriet E. Caryl. *Junior-Master*.—Thomas H. H. Knight. *Assistants*.—M. Medora Adams, Abby N. Arnold, Zéphirine N. Brown, Alla W. Foster, Helen A. Gardner, Isabel P. George, Elizabeth E. Hough, Parnell S. Murray, Sarah J. C. Needham, Emerette O. Patch, Sarah E. Potter, Elizabeth M. Richardson, Laura E. Richardson, Emma G. Shaw, S. Annie Shorey, Elizabeth L. Smith, May M. Smith, Grace G. Starbird, Adeline L. Sylvester, Mary E. Winn, Lucy R. Woods. *Chemistry*.—Laura B. White. *Laboratory Assistant*.—Margaret C. Brawley. *Commercial Branches*.—Helen Torrey, Clara H. Hanks, Cora J. Ball. *German*.—Jacob Lehmann. *Physical Training*.—Edith T. Sears. *Janitor*.—John Murphy, Jr. *Asst.-Janitor*.—Charles J. Hurlburt.

Mechanic Arts High School. (Boys.)*Belvidere, corner of Dalton Street.*

Head-Master. — Charles W. Parmenter. *Masters.* — Roswell Parish, William Fuller, Herbert S. Weaver. *Junior-Masters.* — Charles L. Reed, Charles L. Hanson, Thomas G. Rees, Robert E. Burke, William B. Carpenter, Rest F. Curtis. *Instructors.* — Benjamin F. Eddy, Ludwig Frank, Herbert M. Woodward, John W. Raymond, Allan K. Sweet. *Assistant Instructors.* — Harriet E. Bird, Anna M. Vaughn, Ralph H. Knapp. *Special Instructor.* — Katharine E. Leonard. *Janitor.* — George W. Fogg. *Engineer.* — Charles L. Drew.

Roxbury High School. (BOYS AND GIRLS.)*Warren Street.*

Head-Master. — Charles M. Clay. *Masters.* — Nathaniel S. French, Henry C. Shaw. *Junior-Masters.* — Josiah M. Kagan, Irving H. Upton, Lyman G. Smith. *Assistant Principal.* — Jennie I. Ware. *Assistants.* — Edith A. Parkhurst, Persis P. Drake, Helen A. Bragg, Mabel L. Warner, Mary E. Upham, Charlotte A. Maynard, Maud G. Leadbetter, Florence E. Leadbetter, Josephine Hammond, Elsie M. Blake, Bertha F. Courtney, Annie L. Bennett, Charlotte W. Montgomery, Prudence E. Thomas. *Commercial Branches.* — Celia F. Stacy. *Drawing.* — Bessie J. Sanger. *Laboratory Assistant.* — Roy E. Moorar. *Vocal and Physical Training.* — Mary Hubbard. *Assistant to Teacher of Physical Training.* — Florence L. Carter. *Janitor.* — Frank W. Turner.

South Boston High School. (BOYS AND GIRLS.)*Thomas Park, G street, Dorchester Heights.*

Head-Master. — Augustus D. Small. *Junior-Masters.* — William I. Corthell, Myron W. Richardson, Frank V. Thompson. *Assistants.* — Clara W. Barnes, Lillian A. Bragdon, Minnie L. Butland, Agnes G. Gilfether, Mary L. Green, Margaret A. Leahy, Lillian J. Mac Rae, Susan L. Mara, Annie M. Mulcahy, Marie A. Solano, Elizabeth G. Tracy, Bertha Vogel. *Commercial Branches.* — Ruth E. Hubbard, Annie G. Merrill. *Drawing.* — Charlotte A. Kendall. *French.* — Henriette Goldstein. *Physical Training.* — Blanche A. Bemis. *Janitor.* — George F. Barry. *Matron.* — Eliza L. Decker.

West Roxbury High School. (BOYS AND GIRLS.)*Elm Street, Jamaica Plain.*

Head-Master. — George C. Mann. *Junior Masters.* — George F. Partidge, George A. Cowen. *Assistants.* — Josephine L. Sanborn, Mary I.

Adams, Blanche G. Wetherbee, Caroline W. Trask, Frances B. Wilson, Rebecca Kite, Annie N. Bunker, Mabel O. Mills. *Commercial Branches.* — Ernest V. Page, Emma F. Simmons. *Drawing.* — Ellen F. G. O'Connor. *Physical Training.* — Catharine L. Bigelow. *Janitor.* — John H. Kelley. *Matron.* — Mary E. McDonough.

FIRST DIVISION.

Adams School. (BOYS AND GIRLS.)

Belmont Square, East Boston.

Master. — Frank F. Preble. *Sub-Master.* — Joel C. Bolan. *1st Asst.* — Charlotte L. Voigt. *Assistants.* — Clara Robbins, Adiline H. Cook, Ellenette Pillsbury, Sarah E. McPhail, Jennie A. Meyer, Florence E. Marshall, M. Luetta Choate, Clara M. White, Harriet Sturtevant. *Cookery.* — Charlotte F. Clark. *Manual Training.* — William A. England. *Sewing.* — Esther C. Povah. *Janitor.* — Michael J. Burke. — *Truant Officer.* — Charles E. Turner.

PRIMARY SCHOOLS.

PLUMMER SCHOOL, BELMONT SQUARE.

1st Asst. — Ellen M. Robbins. *Assistants.* — Fanny M. Morris, Emma M. Weston, Mary A. Palmer, Annie A. Doran, Helen L. Dennison, Eleanor C. Butler, Blanche F. Kingsley. *Janitor.* — John H. Crafts.

PLUMMER PORTABLE SCHOOL, NO. 53.

Assistant. — Mary J. Monahan. *Janitor.* — John H. Crafts.

KINDERGARTEN.

PLUMMER SCHOOL, BELMONT SQUARE.

Principals. — Cora E. Bigelow, Mabel J. Houlahan. *Assistants.* — Lida J. Hamilton, Harriet S. Warren.

Chapman School. (BOYS AND GIRLS.)

Eutaw Street, East Boston.

Master. — Tilson A. Mead. *Sub-Master.* — Frederick W. Swan. *1st Assts.* — Lucy W. Eaton, Jane F. Reid. *Assistants.* — Gertrude L. Gardner, Clara A. Brown, Florence M. Glover, Frances A. Gallagher, Grace M. Strong, Gertrude W. Merrill, Margaret D. Barr, Annie L. Evans, Katharine L. Niland, Lucy E. Woodwell, Mary E. Buffum, S. Catherine Smith. *Cookery.* — N. Florence Treat. *Manual Training.* — Sybel G. Brown. *Sewing.* — Susan M. Cousens, Elizabeth A. Power. *Janitor.* — James E. Burdakin. *Engineer.* — Walter L. McLean. *Truant-officer.* — Daniel J. Sweeney.

PRIMARY SCHOOLS.

CHAPMAN SCHOOL, EUTAW STREET.

Assistants. — Clara A. Otis, Edith H. Wood, Gertrude N. Sullivan.

TAPPAN SCHOOL, LEXINGTON STREET.

1st Asst. — Marietta Duncan. *Assistants.* — Mabel V. Roche, Catherine F. Atwood, Hannah F. Crafts, Mary E. Sheridan, Calista W. McLeod. *Janitor.* — Bradford H. Blinn.

KINDERGARTEN.

TAPPAN SCHOOL, LEXINGTON STREET.

Principals. — Mariannie H. Simmons, Helen M. Paine. *Assistants.* — Annie A. Warren, Grace G. Kendall.**Emerson School.** (BOYS AND GIRLS.)*Prescott, corner Bennington Street, East Boston.**Master.* — J. Willard Brown. *Sub-Master.* — James H. Leary. *1st Assts.* — Frances H. Turner, Mary A. Ford. *Assistants.* — Louise S. Hotchkiss, H. Elizabeth Cutter, Mary D. Day, Emma J. Irving, Isabella J. Ray, Mary L. Sweeney, Ida E. Halliday, Charlotte G. Ray, Ellen S. Bloomfield, Elizabeth A. Turner, Helen M. Souther, Eliza D. Graham, Grace Bourne, Eliza J. Murphy. *Cookery.* — N. Florence Treat. *Manual Training.* — Sybel G. Brown, William A. England. *Sewing.* — Annie F. Marlowe. *Janitor.* — Edward C. Chessman. *Truant-officer.* — Daniel J. Sweeney.

BLACKINTON SCHOOL, ORIENT HEIGHTS.

Sub-Master. — Bremen E. Sinclair. *Assistants.* — Sara F. Littlefield, Caroline E. Nutter, Abigail F. Sullivan, Margaret C. Littlefield. *Cookery.* — N. Florence Treat. *Sewing.* — Annie M. Cullen. *Janitor.* — Francis Beadle.

PRIMARY SCHOOLS.

NOBLE SCHOOL, PRINCETON STREET.

1st Asst. — Mary E. Plummer. *Assistants.* — Sarah A. Atwood, Alice M. Macdonald, Abby D. Beale, Harriet E. Litchfield, Lizzie M. Morrissey, Susan A. Slavin. *Janitor.* — Arthur Mooney.

NOBLE SCHOOL ANNEX.

Assistants. — Ethel C. Brown, Grace H. Mareman. *Janitor.* — Arthur Mooney.

399 SARATOGA-STREET SCHOOL.

Assistant. — Olive A. Kee. *Janitor.* — Edward C. Chessman.

BENNINGTON-STREET CHAPEL SCHOOL.

Assistants. — Mabel L. Josselyn, Florence G. Erskine. *Janitor.* — Ida A. Starks.

BLACKINTON SCHOOL, ORIENT HEIGHTS.

Assistants. — Annie F. McGillicudy, Helen A. Burke, Margaret E. Gray.

BLACKINTON PORTABLE SCHOOL, NO. 56.

Assistant. — Minnie Goldsmith. *Janitor.* — Francis Beadle.

1 FORD-STREET SCHOOL.

Assistant. — Margaret T. Leahy.

KINDERGARTENS.

NOBLE SCHOOL, PRINCETON STREET.

Principal. — Flora S. McLean.

22 SHELBY-STREET SCHOOL.

Assistant. — G. Caroline Penchard. *Janitor.* — Arthur Mooney.

Lyman School. (BOYS AND GIRLS.)

Corner of Paris and Gove Streets, East Boston.

Master. — Augustus H. Kelley. *Sub-Master.* — Herbert L. Morse.
1st Assts. — Emma B. Harvey, Nellie M. Porter.

Assistants. — Cora F. Murphy, Helen Harvie, Mary F. Moore, Sophie G. Thayer, Clara B. George, Amelia H. Pitman, Eva L. Morley, Isabel P. Reagh, Julia A. Logan, Loretta Sullivan, Leonora E. Scolley, Gazelle Eaton. *Cookery.* — Charlotte F. Clark. *Manual Training.* — William A. England. *Sewing.* — Mary L. Dermody. *Janitor.* — Charles L. Glidden. *Truant-officer.* — Charles E. Turner.

OLD EAST BOSTON HIGH SCHOOL, PARIS AND MERIDIAN STREETS.

Assistants. — Katherine R. A. Nolan, Josephine FitzGerald, Ethel M. Fales. *Janitor.* — Edward H. Gilday.

PRIMARY SCHOOLS.

AUSTIN SCHOOL, PARIS STREET.

Assistants. — Lucy M. Goodwin, Agnes J. Kenney. *Janitor.* — Lottie F. Trites.

CUDWORTH SCHOOL, GOVE STREET.

1st Asst. — Mary E. Williams. *Assistants.* — Grace O. Peterson, Adelaide R. Porter, Catherine A. Sullivan, Josephine A. Ayers, Alvira M.

Bartlett, Florence M. Bertram, Lena E. Synette, Grace M. Plummer.
Janitor. — Charles J. Carlson.

WEBB SCHOOL, PORTER STREET.

1st Asst. — Annie M. Wilcox. *Assistant.* — Katharine L. Fitzpatrick.
Janitor. — Lottie F. Trites.

KINDERGARTENS.

AUSTIN SCHOOL, PARIS STREET.

Assistant. — Hattie Browne.

CUDWORTH SCHOOL, GOVE STREET.

Principals. — Grace S. Mansfield, Alice L. McLauthlin. *Assistant.* —
 Charlena D. Hoyt.

WEBB SCHOOL, PORTER STREET.

Principal. — Mabel Lovell. *Assistant.* — Florence M. Welch.

SECOND DIVISION.

Bunker Hill School. (BOYS AND GIRLS.)

Baldwin Street, Charlestown.

Master. — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* — Harriet H. Norcross, Abby P. Josselyn. *Assistants.* — Mary E. Minter, Clara B. Brown, Josephine F. Hannon, Angelia M. Knowles, Cora V. Enwright, Anna M. Prescott, Kate C. Thompson, Charlotte E. Seavey. *Cookery.* — Emily H. Hawes. *Manual Training.* — Frank Carter. *Sewing.* — Julia A. Skilton. *Janitor.* — Gustavus H. Gibbs. *Truant-officer.* — John T. Hathaway.

PRIMARY SCHOOLS.

BUNKER HILL-STREET SCHOOL, CORNER CHARLES STREET.

1st Asst. — Elizabeth B. Norton. *Assistants.* — Mary E. Flanders, Mary D. Richardson, Jennie F. White, Effie G. Hazen, Anna P. Hannon, Anastasia F. Murphy. *Janitor.* — Gustavus H. Gibbs.

B. F. TWEED SCHOOL, CAMBRIDGE STREET.

Assistants. — Kate T. Brooks, Ada E. Bowler, Annie B. Hunter.
Janitor. — Jerome F. Rice.

KINDERGARTEN.

B. F. TWEED SCHOOL, CAMBRIDGE STREET.

Principal. — Gertrude F. Chamberlain.

Frothingham School. (BOYS AND GIRLS.)*Corner of Prospect and Edgeworth Streets, Charlestown.*

Master. — William B. Atwood. *Sub-Master.* — Walter L. Harrington.
1st Assts. — Charlotte E. Camp, Margaret J. O'Hea. *Assistants.* — Sarah H. Nowell, Martha J. Bryant, Helen G. Stark, Elizabeth L. McCarthy, Madeline A. Foppiano, Margaret A. Mernin, Emma F. West, Florence O. Brock, Mary A. Quirk, Persis M. Whittemore, Etta G. Clarke, Mary Colesworthy, Edith F. Rankin. *Cookery.* — Josephine Morris. *Manual Training.* — Frank Carter. *Sewing.* — Frances Tully. *Janitor.* — Warren J. Small. *Truant-officer.* — Charles S. Wooffindale.

PRIMARY SCHOOLS.

FROTHINGHAM SCHOOL, PROSPECT STREET.

Assistant. — Mary E Corbett.

FROTHINGHAM ANNEX.

Assistants. — N. Louise Huff, Anna F. Hingston. *Janitor.* — Warren J. Small.

WILLIAM H. KENT SCHOOL, MOULTON STREET.

1st Asst. — Fannie M. Lamson. *Assistants.* — Nellie L. Cullis, Theresa E. Hayes, Mary E. Delaney, Abbie C. McAuliffe. *Janitor.* — Jeremiah F. Horrigan.

WILLIAM H. KENT PORTABLE SCHOOL, No. 46.

Assistant. — Martha Yeaton. *Janitor.* — Margaret O'Neil.

CHAUNCEY-PLACE SCHOOL.

Assistant. — Lena E. Campbell. *Janitor.* — Mary Watson.

ADAMS AND CHESTNUT-STREETS SCHOOL.

Assistants. — Caroline E. Morse, Jenny F. Randall. *Janitor.* — Margaret Walsh.**KINDERGARTEN.**

WILLIAM H. KENT SCHOOL, MOULTON STREET.

Principal. — Phebe A. De Lande. *Assistant.* — Margaret V. Meade.**Harvard School. (BOYS AND GIRLS.)***Devens street, Charlestown.*

Master. — Warren E. Eaton.* *Sub-Master.* — Darius Hadley. *1st Assts.* — Sarah E. Leonard, Abbie M. Libby. *Assistants.* — Caroline E.

* Died July 3, 1903.

Gary, Fanny E. Jennison, Ida B. Nute, Katharine C. Wigg, Marcella C. Coyle, Mabel P. Foster, Sarah V. Porter, Isabel A. Smith, Elizabeth B. Porter, Georgiana Benjamin. *Cookery*. — Josephine Morris. *Manual Training*. — Annie V. Comins. *Sewing*. — Ella Whiting. *Janitor*. — Walter I. Sprague. *Truant-officer*. — Charles S. Wooffindale.

PRIMARY SCHOOLS.

HARVARD HILL SCHOOL.

1st Asst. — Frances A. Foster. *Assistants*. — Sarah J. Worcester, Grace M. Broaders, Louisa A. Whitman, Effie A. Kettell, Sarah R. Dodge, Elizabeth G. Desmond, Lana J. Wood. *Janitor*. — Levi H. Hayward.

COMMON-STREET SCHOOL.

1st Asst. — Agnes A. Herlihy. *Assistants*. — Elizabeth R. Brower, S. Janet Jameson. *Janitor*. — Levi H. Hayward.

KINDERGARTEN.

COMMON-STREET SCHOOL.

Principal. — Sallie Bush. *Assistant*. — Alice M. Purinton.

Prescott School. (BOYS AND GIRLS.)

Elm Street, Charlestown.

Master. — William H. Furber. *Sub-Master*. — Melzar H. Jackson. *1st Asst.* — Mary E. Keyes. *Assistants*. — Julia C. Powers, Ellen G. Garraghan, Margaret M. Whalen, Margaret F. Gannon, Frances A. Craigen, Florence A. McDonough, Julia F. Sawyer, Ellen E. Kelly, Grace A. Reed. *Cookery*. — Emily H. Hawes. *Manual Training*. — Frank Carter, Fannie B. Prince. *Sewing*. — Mary J. Mara. *Janitor*. — James W. Ede. *Truant-officer*. — John T. Hathaway.

PRIMARY SCHOOLS.

POLK-STREET SCHOOL.

1st Asst. — Mary E. Franklin. *Assistants*. — Lizzie Simpson, Elizabeth J. Doherty, Hattie L. Todd, Alice Simpson. *Janitor*. — George A. King.

MEDFORD-STREET SCHOOL.

Assistants. — Lydia E. Hapenny, Agnes M. Turnbull, Katharine F. O'Brien, Mary R. Fitzgerald. *Janitor*. — George A. King.

KINDERGARTEN.

POLK-STREET SCHOOL.

Principal. — Daisy G. Dame. *Assistant*. — Helen L. Arnold.

Warren School. (BOYS AND GIRLS.)*Corner Pearl and Summer Streets, Charlestown.*

Master.—Edward Stickney. *Sub-Master.*—Henry C. Parker. *1st Assts.*—Anna D. Dalton, Abbie M. Mott. *Assistants.*—Rose M. Cole, Angelia M. Courtney, Sarah J. Taff, Annie A. F. Mellish, Ellen A. Pratt, Katharine A. Sweeney, Ellen M. O'Connor, Alice Hall, Georgietta Sawyer, Caroline A. Meade, Mary T. Laughlin. *Cookery.*—Josephine Morris. *Manual Training.*—Annie V. Comins. *Sewing.*—Julia A. Skilton. *Janitor.*—John P. Swift. *Truant-officer.*—John T. Hathaway.

PRIMARY SCHOOLS.**WARREN SCHOOL, BARTLETT STREET.**

Assistants.—Caroline E. Osgood, M. Josephine Smith, Mary F. Benson, Cora A. Wiley, Fannie L. Osgood, Mary M. Crane. *Janitor.*—Ellen Devaney. *Matron.*—Annie Doyle.

MEAD-STREET SCHOOL.

Assistants.—Carrie F. Gammell, Jessie G. Paine. *Janitor.*—James Shute.

KINDERGARTENS.**WARREN SCHOOL, BARTLETT STREET.**

Principal.—Katharine L. Roche. *Assistant.*—M. Alice O'Connell.

MEAD-STREET SCHOOL.

Assistant.—Alice V. Tuttle.

THIRD DIVISION.**Bowdoin School. (GIRLS.)***Myrtle Street (West End, near State House).*

Master.—Alonzo Meserve. *1st Assts.*—Sarah R. Smith, Martha T. O'Hea. *Assistants.*—Eudora E. W. Pitcher, Ella L. Macomber, Annetta F. Armes, Mary W. French, Catherine M. Dolan, S. Frances Perry, Florence M. Halligan, May A. Treen, Edith L. Caverly. *Cookery.*—Margaret W. Howard. *Sewing.*—Ella L. Thomas. *Janitor.*—Nelson Weston. *Truant-officer.*—David F. Long.

PRIMARY SCHOOLS.

SHARP SCHOOL, ANDERSON STREET.

1st Asst. — Elizabeth R. Preston. *Assistants.* — Sarah E. Brown, Eliza A. Thomas, Julia G. L. Morse, Gertrude G. O'Brien, Mary F. Murphy, Mary A. Long. *Janitor.* — Mary A. Maguire.

BOWDOIN SCHOOL, MYRTLE STREET.

Assistants. — Harriet L. Smith, Mabel West, Clara J. Reynolds.

KINDERGARTEN.

SHARP SCHOOL, ANDERSON STREET.

Principal. — Serena J. Frye. *Assistant.* — Lillian Hooper. *Principal.* — Sarah E. Kilmer. *Assistant.* — Carolyn M. Fletcher.

Eliot School. (Boys.)

North Bennet Street.

Master. — Granville S. Webster. *Sub-Masters.* — Irving M. Norcross, Benjamin J. Hinds, John J. Sheehan. *1st Asst.* — Frances M. Bodge. *Assistants.* — Anna L. Foster, Minnie I. Folger, M. Ella Wilkins, Isabel R. Haskins, Annie M. H. Gillespie, Mary V. Cunningham, Theresa Currie, Celia V. Leen, Ellen G. Desmond, Mary W. Bonython, E. Idella Seldis, Anna M. T. Sheehan. *Janitor.* — Patrick M. Connolly. *Truant-officer.* — John McCrillis.

WARE SCHOOL, NORTH BENNET STREET.

Assistants. — B. Louise Hagerty, Agnes C. Moore, Rose M. McCarthy, Catherine J. Cunningham. *Janitor.* — William Swansey.

MOON-STREET SCHOOL.

Assistants. — Susie F. Jordan, Nannie May, Charlotte A. Hood, Martha J. Ambrose, Emma C. Keating, Mary E. Hartnett, Theresa A. Dacey, Mary G. Welch, M. Persis Taylor.

PRIMARY SCHOOLS.

PORMORT SCHOOL, SNELLING PLACE.

1st Asst. — Rosa M. E. Reggio. *Assistants.* — M. Elizabeth McGinley, Sylvia A. Richards, Sophia E. Krey, Winifred C. Wolff, Mary E. Abercrombie. *Janitor.* — William Swansey.

MOON-STREET SCHOOL.

1st Asst. — Mary E. Hanney. *Assistants.* — Mary E. Hughes, Mary T. Melia.

FREEMAN SCHOOL, CHARTER STREET.

1st Asst. — Carrie A. Waugh. *Assistants.* — Katharine G. Sutliff, Ellen G. Bird, Marcella E. Donegan, Harriett E. Lampee, Viola M. Allen. *Janitor.* — Jennie Harvey.

WARE PORTABLE SCHOOL, NO. 67.

Assistant. — Agnes L. McMahan. *Janitor.* — William Swansey.

KINDERGARTEN.

39 NORTH BENNET-STREET SCHOOL.

Principal. — Ellen M. Murphy. *Assistant.* — Margaret V. McManus.
Janitor. — Mary Corcoran.

Hancock School. (GIRLS.)*Parmenter Street.*

Master. — Lewis H. Dutton. *1st Assts.* — Ellen C. Sawtelle, Honora T. O'Dowd. *Assistants.* — Agnes L. Dodge, Mary R. Thomas, Susan E. Mace, E. Lillian Mitchell, Matilda F. Bibbey, Mabel C. Higgins, Marion A. Doherty, Annie G. Conroy, Katherine E. Gillespie, Annie M. Niland, Elsie M. Sawyer, Fanny L. Rogers, Hattie L. Gates, Emily J. Hare. *Cookery.* — Roberta M. Cummins, Annie F. Gray. *Sewing.* — Kate A. Clare, Mary F. Doherty. *Janitor.* — Edward P. Clark. *Truant-officer.* — John McCrillis.

PAUL REVERE SCHOOL, PRINCE STREET.

Assistants. — Eleanor M. Colleton, Annie G. Colbert, Ella A. Curtis, Margaret Mulligan, Catherine C. O'Connell, Evelyn M. Pearce, Mary J. Ryan. *Janitor.* — Humphrey C. Mahoney. *Matron.* — Honora Hanson.

32 PARMENTER-STREET SCHOOL.

Assistant. — Gertrude F. Buckley.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

1st Asst. — Teresa M. Gargan. *Assistants.* — F. Maud Briggs, Mary J. Clark, Teresa L. Carlin, Katherine F. Doherty, Catherine W. Fraser, Mary J. Murray, Mary E. Meaney, Mary L. Desmond, Katherine M. Sullivan, Lena M. Rendall, Mary G. Ruxton, Maud E. Downing, Marcella C. Halliday, Harriet M. Fraser. *Janitor.* — John S. Keller.

PAUL REVERE SCHOOL, PRINCE STREET.

1st Assts. — Margaret D. Mitchell, Theresa E. Fraser. *Assistants.* — Sophia G. Whalen, Lucy M. A. Moore, Mary A. Kirby, Helen A. Hackett, Margaret Mais, Mary G. Mahar, Mary E. O'Hare.

NORTH END UNION SCHOOL, 20 PARMENTER STREET.

Assistants. — Anna E. Neal, Mary C. Brine.

KINDERGARTENS.

CUSHMAN SCHOOL, PARMENTER STREET.

Principal. — Anne R. Howard. *Assistant.* — Julia E. Keith.

NORTH END UNION SCHOOL, 20 PARMENTER STREET.

Principal. — Mary B. Bartlett. *Assistant.* — Edith Wordell.

64 NORTH MARGIN-STREET SCHOOL.

Principal. — Bertha M. Druley. *Janitor.* — Mary McDermott.

PAUL REVERE SCHOOL, PRINCE STREET.

Principals. — Esther F. McDermott, Mary C. Peabody. *Assistants.* — Katharine M. Crowley, Minnie A. Prescott.

Phillips School. (Boys.)*Phillips Street.**Master.* — Elias H. Marston. *Sub-Masters.* — Edward P. Shute, Cyrus B. Collins, Frank L. Keith. *1st Asst.* — Nellie M. Whitney. *Assistants.* — Elizabeth G. Hutchison, Adeline M. Murphy, Annie G. Scollard, Ella J. Boyle, Leanora E. Taft, Nellie M. Sullivan, Nellie M. Foley, Martha A. Knowles, Ellen J. MacMahon, Julia F. Holland, Elizabeth M. Shine, Mary E. Doyle, Emeline C. Farley, Leila M. Nicholl, Helen G. Davis. *Janitor.* — Jeremiah W. Murphy. *Truant-officer.* — David F. Long.

GRANT SCHOOL, PHILLIPS STREET.

Assistants. — Katherine J. Burke, Agnes G. Tarpey, Clara A. McNamee, Katherine C. Coveney. *Janitor.* — Catherine O'Sullivan.

SOMERSET-STREET SCHOOL.

1st Asst. (Primary). — Katharine A. Burns. *Assistants.* — Mary E. Towle, Henrietta L. Dwyer, Julia E. Sullivan, Henrietta Chase, Mary R. Kennedy. *Janitor.* — Annie J. Butler.

PRIMARY SCHOOLS.

BALDWIN SCHOOL, CHARDON COURT.

1st Asst. — Jennie A. Dodson. *Assistants.* — Leila L. Rand, Josephine F. Joyce, Mary L. Bibbey, Angie P. S. Andrews. *Janitor.* — William Swansey.

KINDERGARTEN.

BALDWIN SCHOOL, CHARDON COURT.

Principal. — Ida A. Noyes. *Assistant.* — Julia T. A. Maloy.

Wells School. (GIRLS.)*Corner Blossom and McLean streets.*

Master. — Orlando W. Dimick. *1st Assts.* — Priscilla Whiton, Emeline E. Durgin. *Assistants.* — Catherine E. McCarthy, Hattie A. Watson, Ellen F. Jones, Susan R. Gifford, Elizabeth Campbell, Lillian W. Prescott, Lizzie F. Stevens, Clara B. Shaw, Selina A. Black, Ella F. Grafton, Mary F. Flanagan, Alice Dunn, Elizabeth J. Strongman. *Cookery.* — Margaret W. Howard. *Sewing.* — Clara L. Dorr, Ella L. Thomas, Margaret C. Crane. *Janitor.* — Charles D. Gallagher. *Truant-officer.* — David F. Long.

ST. ANDREW'S-CHAPEL SCHOOL, 38 CHAMBERS STREET.

Assistant. — Mabel M. Anderson.

31 NORTH RUSSELL-STREET SCHOOL.

Assistants. — Katherine L. King, Schassa G. Row, Judith E. Dugan, Adelaide E. Badger, Alice D. Strong.

MAYHEW PORTABLE SCHOOL, NO. 54.

Assistant. — Grace H. Clifton. *Janitor.* — Christopher P. Curtis.**PRIMARY SCHOOLS.**

WINCHELL SCHOOL, BLOSSOM STREET.

1st Asst. — Sarah G. Fogarty. *Assistants.* — Lula A. L. Hill, Helen M. Graves, Kate Wilson, Mary F. Finneran, Helen M. Mead, Nellie M. Durgin, Etta L. Jones, Annie E. Flanagan, Winifred H. Berry, Teresa R. Flaherty, Elizabeth M. Keefe, Agnes L. Berry. *Janitor.* — Jeremiah O'Connor.

EMERSON SCHOOL, POPLAR STREET.

1st Asst. — Mary F. Gargan. *Assistants.* — Anna F. Daly, Hannah E. Collins, Alicia I. Collison, Mary E. Durgin, Alice M. Hagerty. *Janitor.* — Jennie Bradbury.

EMERSON PORTABLE SCHOOL, NO. 55.

Assistant. — Caroline A. Shay. *Janitor.* — Jennie Bradbury.

MAYHEW SCHOOL, CHAMBERS STREET.

1st Asst. — Georgia D. Barstow. *Assistants.* — Grace A. Stone, Mary F. Magrath, Mary Lillis, Katherine A. Kiggen, Mary R. McNamara, Emily Frazer, Gertrude M. Dimick, Carrie M. Cogswell, Jeannette A. Nelson, Margaret G. Melia, Mary J. Jenkins, Emma J. Burke, Florence K. Alexander, Alice G. Lincoln. *Janitor.* — Christopher P. Curtis.

103 CHAMBERS-STREET SCHOOL.

Assistant. — — — — —

33 CHAMBERS-STREET SCHOOL.

Assistants. — Eleanor A. Smith, Bertha B. White. *Janitor.* — Charles D. Gallagher.

KINDERGARTENS.

WINCHELL SCHOOL, BLOSSOM STREET.

Principal. — Caroline C. Voorhees. *Assistant.* — Mary P. Corrigan.

MAYHEW SCHOOL, CHAMBERS STREET.

Principal. — Ada C. Williamson. *Assistant.* — Clara B. Cochran.

ST. ANDREW'S-CHAPEL SCHOOL, 38 CHAMBERS STREET.

Principal. — Josephine H. Calef. *Assistant.* — Ruth C. Barry.

FOURTH DIVISION.

Brimmer School. (Boys.)

Common Street.

Master. — Quincy E. Dickerman. *Sub-Masters.* — Gustavus F. Guild, John A. Russell. *1st Asst.* — Ella L. Burbank. *Assistants.* — Nellie A. Manning, Katherine E. Lahey, James Burrier, Grace W. Mitchell, Mary A. Carney, Sarah E. Adams, Mary E. W. Hagerty, Frances A. Putnam. *Manual Training.* — Mary J. Marlow. *Janitor.* — James F. Latrobe. *Truant-officer.* — Richard W. Walsh.

PRIMARY SCHOOLS.

BRIMMER SCHOOL, COMMON STREET.

Assistant. — Margaret L. Eaton.

SKINNER SCHOOL, CORNER FAYETTE AND CHURCH STREETS.

1st Asst. — Edith L. Stratton. *Assistants.* — Mary E. Tiernay, Mary E. Collins, Elizabeth G. Cahill. *Janitor.* — Margaret Ring.

KINDERGARTEN.

WARRENTON-STREET SCHOOL.

Principal. — Etta D. Morse. *Assistant.* — Martha L. Eaton.

Prince School. (BOYS AND GIRLS.)

Newbury, corner Exeter Street.

Master. — E. Bentley Young. *Sub-Master.* — Charles G. Wetherbee. *1st Assts.* — Lillian F. Sheldon, M. Louise Fynes. *Assistants.* — Luther W. Bird, Kate A. Raycroft, Katherine C. Martin, Anna C. Mur-

dock, Rosalie C. Williams, Eva G. Reed, E. Isabelle Bense, Harriet M. Simpson. *Cookery*. — Grace D. Bachelder, Genevieve Huff. *Manual Training*. — John C. Broadhead. *Sewing*. — Alice M. Skillings. *Janitor*. — Bernard L. Donnelly. *Truant-officer*. — David L. Jones.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

Assistants. — Clara E. Fairbanks, Abbie E. Wilson.

CHARLES C. PERKINS PORTABLE SCHOOL, NO. 13.

Assistant. — Mary A. Perkins. *Janitor*. — Robert A. Butler.

PRIMARY SCHOOLS.

PRINCE SCHOOL, EXETER STREET.

Assistants. — Manetta W. Penny, Nellie E. Boyd.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

1st Asst. — Laura K. Hayward. *Assistants*. — Anna C. Cousens, Katherine L. Campbell, Sarah A. Ginn, Laura A. Ells, Amy E. Emery. *Janitor*. — Robert A. Butler.

CHARLES C. PERKINS PORTABLE SCHOOL, NO. 14.

Assistant. — Mabel C. Friend. *Janitor*. — Robert A. Butler.

KINDERGARTEN.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

Principal. — Ellen Gray. *Assistant*. — Mabel L. Dodge.

Quincy School. (Boys.)

Tyler Street.

Master. — Alfred Bunker. *Sub-Masters*. — Frank F. Courtney, George G. Edwards. *1st Asst.* — Angie C. Damon. *Assistants*. — Bridget A. Foley, Ida H. Davis, Roberta J. Hardie, Emma F. Colomy, Margaret E. Carey, Ellen L. Collins, Joanna J. Kelley, Theresa A. Mullen, Evelyn E. Kelley. *Manual Training*. — Mary J. Marlow. *Janitor*. — Jane A. Daly. *Truant-officer*. — Richard W. Walsh.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

Assistant. — Orra E. Guild.

WAY-STREET SCHOOL.

Assistants. — Maria A. Callanan, Mary E. Conley, Abbie E. Batchelder. *Janitor*. — Margaret A. Brennick.

ANDREWS SCHOOL, GENESEE STREET.

1st Asst. — Annie F. Merriam. *Assistants.* — Emily E. Maynard, Katherine L. Wilson, Anna T. Nolan, Harriet M. Bolman, Marion L. Dally, Blanche F. Harrington. *Janitor.* — George F. Chessman.

KINDERGARTENS.

ANDREWS SCHOOL, GENESEE STREET.

Principal. — Mary E. Denehy. *Assistant.* — Adelaide R. Tavener.

QUINCY SCHOOL, TYLER STREET.

Principal. — Caroline M. Burke. *Assistant.* — Edith C. Johnson.

Winthrop School. (GIRLS.)

Tremont, near Elliot Street.

Master. — Emily F. Carpenter. *1st Assts.* — Helen L. Hilton, Mary A. Murphy. *Assistants.* — Winnifred E. McKay, Mary L. Logan, Ellen M. Underwood, Josephine L. Smith, Jane M. O'Brien, Emma A. Gordon, Mary L. Hennessy, Carrie Merrill, Mary L. H. Gerry, Dorothy A. O'Reilly, Minnie E. Sutherland, Helen DeS. Regan. *Cookery.* — Emeline E. Torrey. *Sewing.* — Isabella Cumming, Margaret McDonald. *Janitor.* — Joseph T. Whitehouse. *Truant-officer.* — Richard W. Walsh.

PRIMARY SCHOOL.

TYLER-STREET SCHOOL.

1st Asst. — Mary E. Noonan. *Assistants.* — Mary A. Reardon, Emily H. Osborne, Emma I. Baker, Teresa M. Sullivan, Edith M. Holway. *Janitor.* — Henry Keenan.

FIFTH DIVISION.

Dwight School. (BOYS.)

West Springfield Street.

Master. — James A. Page. *Sub-Masters.* — Jason L. Curtis, George A. Tyzzer. *1st Asst.* — Ruth G. Rich. *Assistants.* — Mary C. R. Towle, Sarah C. Fales, Nellie L. Shaw, Georgie M. Clark, Mary E. Trow, Mary J. H. Taylor, Clara P. Wardwell, Emma A. Child, Frances J. White, Mary F. Callahan. *Manual Training.* — Celia B. Hallstrom. *Janitor.* — Charles O. Newell. *Truant-officer.* — Charles B. Wood.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

1st Asst. — Emma F. Gallagher. *Assistants.* — Delia L. Viles, Mabel E. Latta. *Janitor.* — Daniel H. Gill.

JOSHUA BATES SCHOOL, HARRISON AVENUE.

1st Asst. — Miriam Sterne. *Assistants.* — Anna J. O'Brien, Mary Ranney, Sara Mock, Georgina E. MacBride, Jennie M. Henderson, Annie T. McCloskey, Mary H. Fruean. *Janitor.* — Michael Dundon.

KINDERGARTENS.

RUTLAND-STREET SCHOOL.

Principal. — Eleanor P. Gay. *Assistant.* — H. Maude Marshall.

JOSHUA BATES PORTABLE SCHOOL, NO. 37.

Principal. — Ella T. Burgess. *Assistant.* — Laila D. Staples. *Janitor.* — Michael Dundon.

Everett School. (GIRLS.)

West Northampton Street.

Master. — Myron T. Pritchard. *1st Assts.* — Eliza M. Evert, Janet M. Bullard. *Assistants.* — Susan S. Foster, Emma F. Porter, Evelyn E. Morse, Minna L. Wentworth, Sarah L. Adams, Margaret A. Nichols, Caroline S. Winslow, Annie J. Reed, Sara C. Linscott, Emily T. Kelleher, Bertha L. Mulloney, Ida B. Henderson. *Cookery.* — Elizabeth T. Sumner. *Sewing.* — Annie S. Meserve. *Janitor.* — Frederick V. Howe. *Truant-officer.* — Charles B. Wood.

PRIMARY SCHOOL.

WEST CONCORD-STREET SCHOOL.

1st Asst. — Louise Robinson. *Assistants.* — Lydia F. Willis, Josephine C. Scholtes, Alice E. Stevens, Florence A. Perry, Estelle M. Williams, Dora W. Rohlsen, Minnie T. Varney, Susan E. Abbot, Nellie G. Kelley. *Janitor.* — Annie Harold.

KINDERGARTEN.

WEST CONCORD-STREET SCHOOL.

Principal. — Clara L. Hunting. *Assistant.* — Mabel F. Kemp.

Franklin School. (GIRLS.)

Waltham Street.

Master. — Seth Sears. *1st Assts.* — Jennie S. Tower, Margaret J. Crosby. *Assistants.* — Octavia L. Cram, Emma F. Jenkins, Isabel H.

Wilson, Ruth D. Stevens, Ida M. Mitchell, Ella F. Erskine, Rose A. Plunkett, Henrietta H. McKenna, Carrie M. Goulding, Leona N. Crowell, Margaret E. Hart, Florence M. Stevens, Abby A. Hayward. *Cookery*. — Elizabeth T. Sumner, Emeline E. Torrey. *Sewing*. — Lizzie A. Thomas, Alice M. Skillings. *Janitor*. — Michael J. Crowley. *Truant-officer*. — Charles B. Wood.

FRANKLIN PORTABLE SCHOOL, NO. 71.

Assistant. — M. Josephine Blaisdell. *Janitor*. — Michael J. Crowley.

PRIMARY SCHOOLS.

COOK SCHOOL, GROTON STREET.

1st Asst. — Harriet M. Faxon. *Assistants*. — Affie T. Wier, Kate R. Hale, Gabrielle Abbot, Elizabeth H. Marston. *Janitor*. — Mary A. Daly.

WAIT SCHOOL, SHAWMUT AVENUE.

1st Asst. — Josephine G. Whipple. *Assistants*. — Kate R. Gookin, Emma E. Allin, Etta M. Smith, Ruth C. Higbee, Lillian Tishler, Henrietta C. Wort, Elizabeth F. Dorn. *Janitor*. — Mary E. Johnson.

WAIT PORTABLE SCHOOL, NO. 86.

Assistant. — Annie M. F. Farrell. *Janitor*. — Mary E. Johnson.

WAIT PORTABLE SCHOOL, NO. 87.

Assistant. — ———. *Janitor*. — Mary E. Johnson.

KINDERGARTEN.

COOK SCHOOL, GROTON STREET.

Principal. — Mary T. Mears. *Assistant*. — Gertrude F. Briggs.

Hyde School. (GIRLS.)

Hammond Street.

Master. — Silas C. Stone. *1st Assts.* — Emma S. Gulliver, Lucy L. Burgess. *Assistants*. — Jane Reid, Etta Yerdon, Sally Viles, Caroline K. Nickerson, Helen Perry, Frances M. Supple, Jessie E. H. Thompson, Elvira T. Harvey, Alice T. Kelley. *Cookery*. — Angeline M. Weaver. *Sewing*. — Margaret A. Kelley. *Janitor*. — Patrick F. Higgins. *Truant-officer*. — David L. Jones.

HYDE PORTABLE SCHOOL, NO. 50.

Assistant. — Clara L. Haynes. *Janitor*. — Patrick F. Higgins.

HYDE PORTABLE SCHOOL, NO. 88.

Assistant. — Helen E. Cleaves. *Janitor*. — Patrick F. Higgins.

PRIMARY SCHOOLS.

WESTON-STREET SCHOOL.

1st Asst. — Delia E. Cunningham. *Assistants.* — Susan J. Ginn, Annie G. Flaherty, Mary F. Cogswell, Louise A. Kelley, Mary A. Higgins, A. Gertrude O'Bryan, Rose A. Mitchell, Celia Bamber. *Janitor.* — George F. J. Finn.

WESTON-STREET PORTABLE SCHOOL, NO. 28.

Assistant. — Mary A. McKinlay. *Janitor.* — George F. Finn.

KINDERGARTEN.

HYDE SCHOOL, HAMMOND STREET.

Principal. — Edna W. Marsh. *Assistant.* — Augusta M. Wood.

Sherwin School. (Boys.)

Madison Square.

Master. — Francis A. Morse. *Sub-Masters.* — John F. Suckling, Caspar Isham. *1st Asst.* — Elizabeth B. Walton. *Assistants.* — Adella L. Baldwin, Mary B. Chaloner, Mary N. Regan, Mary F. Roome, Francis M. Mooers, Mary E. T. Healy, Nellie F. Brazer, Martha I. Shaw. *Manual Training.* — Sigrid Cederroth. *Janitor.* — Joseph G. Scott. *Truant-officer.* — David L. Jones.

SHERWIN PORTABLE SCHOOL, NO. 18.

Assistant. — Sara M. Baker. *Janitor.* — Ellen G. Hart.

PRIMARY SCHOOLS.

SHERWIN SCHOOL, MADISON SQUARE.

1st Asst. — Emma L. Peterson. *Assistants.* — Abby E. Ford, Elizabeth F. Todd, Sarah E. Gould, Laura L. Brown.

SHERWIN PORTABLE SCHOOL, NO. 17.

Assistant. — Mary F. Sullivan. *Janitor.* — Ellen G. Hart.

IRA ALLEN SCHOOL, PARKER STREET.

1st Asst. — Nellie H. Crowell. *Assistants.* — Oria J. Perry, Athelston Brandt, Minnie A. Perry, Rose E. Conaty. *Janitor.* — Michael B. Sliney.

KINDERGARTENS.

147 RUGGLES-STREET SCHOOL.

Principal. — Caroline E. Josselyn. *Assistant.* — Buelah S. Cone.

IRA ALLEN SCHOOL, PARKER STREET.

Principal. — Isabella F. Wallace. *Assistant.* — Nellie S. Morris.

SIXTH DIVISION.

Bigelow School. (BOYS.)*Fourth, corner of E Street, South Boston.*

Master. — J. Gardner Bassett. *Sub-Masters.* — John F. McGrath, Carroll M. Austin. *1st Assts.* — Amelia B. Coe, Ellen Coe. *Assistants.* — Angeline S. Morse, Martha A. Goodrich, Eleanor M. Jordan, Margaret E. Roche, Sabina G. Sweeney, Caroline L. Regan, Annie T. Burke, Alice M. Robinson, Malvena Tenney, Josephine Crockett, Katharine P. Kelley, Catherine H. Cook, Evelyn M. Howe. *Manual Training.* — Edward C. Emerson, Lillian M. Beckwith, I. Virginia Lyons. *Janitor.* — Charles H. Carr. *Truant-officer.* — Amos Schaffer.

PRIMARY SCHOOLS.

HAWES-HALL SCHOOL, BROADWAY.

1st Asst. — Annie S. McKissick. *Assistants.* — Sarah D. McKissick, Ella F. Fitzgerald, Laura S. Russell, Mary L. Howard, Alice E. Thornton, Annie G. Casey. *Janitor.* — Alexander Nelson.

SIMONDS SCHOOL, BROADWAY.

Assistants. — Julia A. Rourke, Julia G. Leary, Florence L. Spear. *Janitor.* — Alexander Nelson.

BIGELOW SCHOOL, FOURTH, CORNER OF E STREET.

Assistants. — Emma J. Ross, Margarette H. Price.

Gaston School. (GIRLS.)*Fifth, corner of L Street, South Boston.*

Master. — Thomas H. Barnes. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *Assistants.* — Carrie M. Kingman, Clara A. Sharp, Mary B. Barry, Carrie A. Harlow, Ellen R. Wyman, Emogene F. Willett, Emma M. Sibley, Josephine A. Powers, J. Adelaide Noonan, M. Isabel Harrington, Jennie G. Carmichael, Lila Huckins, Agnes R. Leahy, Louisa B. Frothingham. *Cookery.* — Julia T. Crowley. *Sewing.* — Mary E. Patterson, Esther L. Young. *Janitor.* — Albion Elwell. *Truant-officer.* — James Bragdon.

GASTON PORTABLE SCHOOL, NO. 72.

Assistant. — ———. *Janitor.* — Albion Elwell.

GASTON PORTABLE SCHOOL, NO. 73.

Assistant. — Helen F. Kenney. *Janitor.* — Albion Elwell.

PILGRIM-HALL SCHOOL, 732 BROADWAY.

Assistants. — Mary S. Laughton, Florence E. Bryan.

PRIMARY SCHOOLS.

BENJAMIN POPE SCHOOL, O STREET.

1st Asst. — Ella R. Johnson. *Assistants.* — Katharine J. McMahan, Isabella J. Murray, Carrie W. Hayden, Mary E. Dee, Lelia R. Hayden, Louise E. Means, Katherine E. Goode. *Janitor.* — William N. Carr.

BENJAMIN POPE PORTABLE SCHOOL, NO. 36.

Assistant. — ———. *Janitor.* — William N. Carr.

BENJAMIN POPE PORTABLE SCHOOL, NO. 63.

Assistant. — Lillias Thomson. *Janitor.* — William N. Carr.

KINDERGARTEN.

EAST FOURTH-STREET SCHOOL.

Principal. — Grace L. Sanger. *Assistant.* — Bertha E. Richardson.

John A. Andrew School. (BOYS AND GIRLS.)

Dorchester Street, South Boston.

Master. — Joshua M. Dill. *Sub-Master.* — Edgar L. Raub. *1st Assts.* — Emma M. Cleary, Sarah A. Lyons. *Assistants.* — Mary L. Fitzgerald, Alice T. Cornish, Bertha E. Miller, Olga A. F. Stegelmann, Maude E. Rice, Mary E. Bernhard, Alice E. Dacy, Agnes M. Cochran, Annie M. Zbrosky, Ellen M. Collins, Ethel A. Borden, Anna M. Edmands, Margaret D. Stone. *Cookery.* — Julia T. Crowley. *Manual Training.* — Edward C. Emerson, I. Virginia Lyons, Lillian M. Beckwith. *Sewing.* — Elizabeth S. Kenna. *Janitor.* — Thomas Buckner. *Truant-officer.* — Timothy J. Kenny.

JOHN A. ANDREW PORTABLE SCHOOL, NO. 57.

Assistant. — Mary E. Keohan. *Janitor.* — Alicia Fleming.

PRIMARY SCHOOLS.

TICKNOR SCHOOL, DORCHESTER STREET.

1st Asst. — Mary A. Jenkins. *Assistants.* — Alice P. Howard, Carrie M. Weis, Sarah E. Welch, Alice L. Littlefield, Grace E. Holbrook, Annie M. Driscoll, Mary C. Gartland, Emily F. Hodsdon, Annie C. O'Reilly, Charlotte C. Hamblin, Gertrude E. Puffer. *Janitor.* — Alexander McKinley.

KINDERGARTEN.

METHODIST CHAPEL SCHOOL, VINTON STREET.

Principal. — Isabel B. Trainer. *Assistant.* — Effie M. Charnock.
Janitor. — Thomas E. Baldwin.

Lawrence School. (Boys.)

Corner of B and Third Streets, South Boston.

Master. — Amos M. Leonard. *Sub-Masters.* — George S. Houghton, Michael E. Fitzgerald. *1st Asst.* — Clara G. Hinds. *Assistants.* — Isabella F. Crapo, Katherine Haushalter, Mary E. McMann, Mary A. Montague, Maud A. Gleason, M. Louise Gillett, Elizabeth J. Andrews, Margaret J. Schenck, Mary F. O'Brien, Jennie E. Bailey. *Manual Training.* — Louise H. Billings. *Janitor.* — William F. Griffin. *Truant-officer.* — Amos Schaffer.

PRIMARY SCHOOLS.

PARKMAN SCHOOL, BROADWAY.

1st Asst. — Sarah E. Lakeman. *Assistants.* — Margaret M. Burns, Maud F. Crosby, Lena J. Crosby, Eva C. Morris. *Janitor.* — Thomas M. Hogan.

SAMUEL G. HOWE SCHOOL, FIFTH STREET.

1st Asst. — Martha S. Damon. *Assistants.* — Emma Britt, Martha J. Krey, Mary E. T. Shine, Mary E. Flynn, Henrietta Nichols, Sabina F. Kelly. *Janitor.* — John McLeod.

KINDERGARTENS.

SAMUEL G. HOWE SCHOOL, FIFTH STREET.

Principal. — Bertha Arnold. *Assistant.* — Anna M. Mullins.

PARKMAN SCHOOL, BROADWAY.

Principal. — Helen L. Holmes. *Assistant.* — Ida G. Thurston.

Lincoln School. (Boys.)

Broadway, near K Street, South Boston.

Master. — William E. Perry. *Sub-Masters.* — Jonathan I. Buck, Charles S. Davis. *1st Asst.* — Martha F. Wright. *Assistants.* — Hattie E. Sargent, Josephine A. Simonton, Florence O. Bean, Louise A. Pieper, Gertrude L. Wright, Mary H. Atkins, Vodisa J. Comey, Ellen A. McMahon, Hannah L. Manson, Agnes G. Nash. *Manual Training.* — Olive I. Harris. *Janitor.* — Joseph S. Luther. *Truant-officer.* — James Bragdon.

LINCOLN PORTABLE SCHOOL, NO. 77.

Assistant. — Sheba E. Berry. *Janitor.* — Joseph S. Luther.

LINCOLN PORTABLE SCHOOL, NO. 78.

Assistant. — Frances G. Keyes. *Janitor.* — Joseph S. Luther.

PRIMARY SCHOOLS.

CHOATE BURNHAM SCHOOL, EAST THIRD STREET.

1st Asst. — Laura L. Newhall. *Assistants.* — Kate A. Coolidge, Helen M. Canning, Helen A. Emery, Frances M. Spooner, Rachel W. Washburn, Daisy E. Welch. *Janitor.* — George L. Dacey.

TUCKERMAN SCHOOL, FOURTH STREET.

Assistants. — Ellen V. Courtney, Eleanor F. Elton, Edith M. Allen, Mary A. Crosby, Mary F. Lindsay, Anna E. Somes. *Janitor.* — Artemas D. Bickford.

SOUTH BAPTIST CHURCH SCHOOL, EAST FOURTH STREET.

Assistant. — Elizabeth G. Burke.

KINDERGARTEN.

CHOATE BURNHAM SCHOOL, EAST THIRD STREET.

Principal. — Annie E. Pousland. *Assistant.* — Eliza L. Osgood.

Norcross School. (GIRLS.)

Corner D and Fifth Streets, South Boston.

Master. — Fred O. Ellis. *1st Assts.* — Mary R. Roberts, Emma L. Eaton. *Assistants.* — Emma F. Crane, Mary E. Downing, Maria L. Nelson, Elsie M. Paul, M. Josephine Leary, Ellen T. Noonan, Eva Steele, Carrie A. Whitaker, Agnes J. Hallahan, Cherrie W. St. Clair, Ethel N. Pope. *Cookery.* — Julia T. Crowley. *Sewing.* — Catherine J. Cadogan, Mary J. McEntyre. *Janitor.* — Michael T. Reagan. *Truant-officer.* — Amos Schaffer.

PRIMARY SCHOOLS.

DRAKE SCHOOL, C AND THIRD STREETS.

1st Asst. — Eleanor J. Cashman. *Assistants.* — Fannie W. Hussey, Abbie C. Nickerson, Kate E. Fitzgerald, Mary A. I. O'Brien. *Janitor.* — Matthew Gilligan

CYRUS ALGER SCHOOL, SEVENTH STREET.

1st Asst. — Ann E. Newell. *Assistants.* — Hannah L. McGlinchey, Harriet L. Rayne, Jennie A. Mullaly, Alice W. Baker, Josephine J. Mahoney. *Janitor.* — Martin P. Brown.

KINDERGARTEN.

CYRUS ALGER SCHOOL, SEVENTH STREET.

Principal. — Louise M. Davis. *Assistant.* — Ruth Perry.**Shurtleff School. (GIRLS.)***Dorchester Street, South Boston.*

Master. — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *Assistants.* — Mary M. Clapp, Catherine A. Dwyer, Jane M. Bullard, Winnifred C. Folan, Anna L. Scallan, Ella G. Fitzgerald, Margaret M. Ring, Marion W. Rundlett, Margaret L. Nolan, Marguerite S. Clapp, Katherine S. Nash. *Cookery.* — Julia T. Crowley. *Sewing.* — M. Lillian Dunbar. *Janitor.* — James Mitchell. *Truant-officer.* — Timothy J. Kenny.

PRIMARY SCHOOL.

CLINCH SCHOOL, F STREET.

1st Asst. — Alice G. Dolbeare. *Assistants.* — Mary E. Morse, Alice C. Ryan, Lillian M. Hall, Sarah T. Driscoll, Florence G. Frazer, Mary Taylor. *Janitor.* — Patrick J. Downey.

KINDERGARTEN.

SHURTLEFF SCHOOL, DORCHESTER STREET.

Principal. — Florence H. Murray.**Thomas N. Hart School. (BOYS.)***H, corner of East Fifth Street, South Boston.*

Master. — John F. Dwight. *Sub-Masters.* — Charles N. Bentley, Robert S. Atkins. *1st Asst.* — Margaret J. Stewart. *Assistants.* — Jennie F. McKissick, Mary B. Powers, Emma J. Channell, Fannie G. Patten, Anastasia G. Hyde, Bertha Peirce, Florence Harlow, Carrie L. Prescott, Maude C. Tinkham, Mary E. Donnelly. *Manual Training.* — Helen F. Veasey. *Janitor.* — Nathan Gray. *Truant-officer.* — James Bragdon.

PRIMARY SCHOOLS.

CAPEN SCHOOL, CORNER OF I AND SIXTH STREETS.

1st Asst. — Mary E. Powell. *Assistants.* — Laura J. Gerry, Ella M. Warner, Mary E. Farrell, S. Louella Sweeney, Alice M. Desmond. *Janitor.* — Cornelius A. Kenneally.

BENJAMIN DEAN SCHOOL, CORNER OF H AND SIXTH STREETS.

1st Asst. — Mary E. Perkins. *Assistants.* — Mary F. Keyes, M. Edna Cherrington, Evelyn M. Condon, Lura M. Power, Anna T. Mahar. *Janitor.* — Mary A. Walsh.

KINDERGARTEN.

BENJAMIN DEAN SCHOOL, CORNER OF H AND SIXTH STREETS.

Principal. — Mary I. Hamilton. *Assistants.* — Fannie P. Walker, M. Isabel Wigley, Gertrude C. L. Vasque.

SEVENTH DIVISION.

Comins School. (BOYS AND GIRLS.)

Tremont, corner Terrace Street, Roxbury.

Master. — William H. Martin. *Sub-Master.* — W. Lawrence Murphy. *1st Assts.* — Elinor W. Leavitt, Sarah E. Lovell. *Assistants.* — Mary Bradford, Elizabeth G. Phelps, Jane E. Gormley, Mary L. Tiernay, Mary H. Brick, Mary E. Crosby, Ellen M. Cronin, Alice A. Sanborn, Lillian E. Cronin, Mary A. Rourke, Margaret E. Sullivan. *Cookery.* — Julia A. Hughes. *Manual Training.* — Margaret A. Mahony. *Sewing.* — Margaret McDonald. *Janitor.* — Michael Gallagher. *Truant-officer.* — Henry M. Blackwell.

PRIMARY SCHOOL.

PHILLIPS-STREET SCHOOL.

1st Asst. — Anna R. McDonald. *Assistants.* — Elizabeth P. Brewer, Sarah B. Bancroft, Sabina Egan, A. Harriet Haley, Sarah Kallman, Alice L. Reed, Linna E. Clark. *Janitor.* — Thomas F. Whalen.

KINDERGARTENS.

SMITH-STREET SCHOOL.

Principal. — Annie S. Burpee. *Janitor.* — John Cole.

COTTAGE-PLACE SCHOOL.

Principal. — Ellen M. Pinkham. *Assistant.* — Anna M. White. *Janitor.* — Michael Gallagher.

1448 COLUMBUS-AVENUE SCHOOL.

Principal. — Clara G. Dennis.

Dearborn School. (BOYS AND GIRLS.)*Dearborn Place, near Eustis Street, Roxbury.*

Master. — Charles F. King. *Sub-Master.* — Alanson H. Mayers. *1st Assts.* — Lily B. Atherton, Martha D. Chapman. *Assistants.* — Lillian A. Wiswell, Abby E. Flagg, Helen Doherty, Emma Frye, Sarah A. Driscoll, Mary F. Walsh, Lizzie M. Hersey, Abbie G. Abbott, Annie L. Coffey, Abby W. Sullivan, Lucy Hamlin, Katharine A. Regan. *Cookery.* — Mary C. Mitchell. *Manual Training.* — Sigrid Cederroth. *Sewing.* — Mary E. Jacobs. *Janitor.* — Michael J. Lally. *Truant-officer.* — Frank Hasey.

DEARBORN PORTABLE SCHOOL, NO. 51.

Assistant. — Elizabeth B. McKeon. *Janitor.* — Michael J. Lally.

DEARBORN PORTABLE SCHOOL, NO. 66.

Assistant. — Lucy H. Littlefield. *Janitor.* — Michael J. Lally.

ALBERT PALMER PORTABLE SCHOOL, NO. 8.

Assistant. — Annie S. Irvin. *Janitor.* — Spencer E. Seales.

PRIMARY SCHOOLS.**AARON DAVIS SCHOOL, YEOMAN STREET.**

1st Asst. — Mary A. P. Cross. *Assistants.* — Ellen M. Oliver, Katharine O'Brien, Amanda C. Ellison, Mary L. Gaylord, Kate A. Nason, Louise D. Gage, Mattie M. Clough, Mary A. Lynch, Florence M. DeMerritt. *Janitor.* — William H. Bowman.

AARON DAVIS PORTABLE SCHOOL, NO. 58.

Assistant. — C. Agnes Dailey. *Janitor.* — William H. Bowman.

ALBERT PALMER SCHOOL, EUSTIS STREET.

1st Asst. — Adaline Beal. *Assistants.* — Belle G. McCollough, M. Agnes Murphy, Anna M. Stevens, Emma L. Merrill, Mary C. Harrington. *Janitor.* — Spencer E. Seales.

ALBERT PALMER PORTABLE SCHOOL, NO. 62.

Assistant. — Helen R. Campbell. *Janitor.* — Spencer E. Seales.

MT. PLEASANT-AVENUE SCHOOL.

Assistants. — Mary F. Neale, Eloise B. Walcott. *Janitor.* — John J. Dignon.

1 DAYTON-AVENUE SCHOOL.

Assistant. — Alice W. Peaslee.

KINDERGARTEN.**AARON DAVIS SCHOOL, YEOMAN STREET.**

Principal. — Mary T. Hale. *Assistant.* — Amy E. Lang.

Dillaway School. (GIRLS.)*Kenilworth Street, Roxbury.*

Master. — Sarah J. Baker. *1st Assts.* — Elizabeth M. Blackburn, Helen C. Mills. *Assistants.* — Ella M. Donkin, Abby M. Clark, Phoebe H. Simpson, Lucia A. Ferguson, Ada L. Donkin, Cordelia G. Torrey, Susan H. McKenna, Margaret E. Collins, Eliza Brown, Carolena C. Richards. *Cookery.* — Mary C. Mitchell. *Sewing.* — Emma A. Waterhouse. *Janitor.* — William M. Kendrick. *Truant-officer.* — Henry M. Blackwell.

KENILWORTH-STREET SCHOOL.

Assistants. — Annie L. Wood, Ellen Carver, M. Edith Cole, Annie E. Mahan, Marion L. Owen. *Janitor.* — John Schromm.

PRIMARY SCHOOLS.**BARTLETT-STREET SCHOOL.**

1st Asst. — Anna M. Balch. *Assistants.* — Elizabeth Palmer, Florence W. Aiken, Agnes A. Watson, Julia E. Dickson, Elizabeth M. Finneran. *Janitor.* — John Schromm.

ABBY W. MAY SCHOOL, THORNTON STREET.

1st Asst. — Mary L. Shepard. *Assistants.* — Ellen A. Scollin, Elizabeth A. O'Neil, Theresa B. Finneran, Annie E. McCormick. *Janitor.* — Charles F. Travis.

OLD THORNTON-STREET SCHOOL.

Assistant. — Edith Rose. *Janitor.* — Albert C. Litchfield.

KINDERGARTENS.**KENILWORTH-STREET SCHOOL.**

Principal. — Florence A. Fitzsimmons. *Assistant.* — Evelyn L. Barrows.

ABBY W. MAY SCHOOL, THORNTON STREET.

Principal. — Elizabeth C. Barry. *Assistant.* — Frances L. Peck.

Dudley School. (Boys.)*Corner of Dudley and Putnam Streets, Roxbury.*

Master. — Abram T. Smith. *Sub-Masters.* — William L. Phinney, Joseph A. Reddy. *1st Asst.* — Alice E. Farrington. *Assistants.* — Margaret T. Dooley, Maria E. Wood, Frances Zirngiebel, Hannah E. Coughlan, Adah F. Whitney, Alice M. Crowell, Ida S. Hammerle, Ella M. Hersey, Mary H. Cashman, M. Alice Kimball, Antoinette M. Gêchell, Emma V. Kennedy, Margaret E. Hill. *Manual Training.* — Grace K. Peaslee. *Janitor.* — Joseph P. Fleming. *Truant-officer.* — Henry M. Blackwell.

DUDLEY PORTABLE SCHOOL, NO. 41.

Assistant. — Mary L. Long. *Janitor.* — Joseph P. Fleming.

DUDLEY PORTABLE SCHOOL, NO. 42.

Assistant. — Hannah E. Tobin. *Janitor.* — Joseph P. Fleming.

PRIMARY SCHOOLS.

WILLIAM BACON SCHOOL, VERNON STREET.

1st Asst. — Alice L. Williams. *Assistants.* — Ingemisca G. Weyse, Lucy G. M. Card, Mary A. Brennan, Mary I. Chamberlin, L. Adelaide Colligan, Edith E. Knowlton, Viola R. Marsh, Katharine L. Connell. *Janitor.* — Perez H. Knight.

ROXBURY-STREET SCHOOL.

1st Asst. — Helen P. Hall. *Assistants.* — Delia T. Killion, Hattie A. Littlefield, Sarah E. Rumrill, Elizabeth F. Johnson, Ella M. Seaverns, Helen S. Murphy. *Janitor.* — Frank W. Munroe.

KINDERGARTENS.

ROXBURY-STREET SCHOOL.

Principal. — Sarah H. Williams. *Assistant.* — Lucy E. Low.

WILLIAM BACON SCHOOL, VERNON STREET.

Principal. — Ellen M. Fiske. *Assistant.* — Kate F. Crosby.

George Putnam School. (BOYS AND GIRLS.)

Columbus Avenue, Roxbury.

Master. — Henry L. Clapp. *Sub-Master.* — William L. Bates. *1st Asst.* — Katharine W. Huston. *Assistants.* — Maria F. Bray, Mary L. Crowe, Ellen E. Leach, Thalia Goddard, Carrie A. Colton, Lillian K. Lewis, Annie G. Ellis, Ede F. Travis. *Cookery.* — Mary C. Mitchell. *Manual Training.* — Ella G. Smith. *Sewing.* — Annie M. Cullen. *Janitor.* — Luke Kelley. *Truant-officer.* — Frank Hasey.

WILLIAMS SCHOOL, HOMESTEAD STREET.

Assistant. — Mary B. Tenney.

PRIMARY SCHOOLS.

GEORGE PUTNAM SCHOOL, COLUMBUS AVENUE.

Assistant. — Mary A. Gove.

GEORGE PUTNAM PORTABLE SCHOOL, NO. 48.

Assistant. — Mabel L. Brown. *Janitor.* — Luke Kelley.

WILLIAMS SCHOOL, HOMESTEAD STREET.

Assistants. — Julia H. Cram, Ella J. Brown, Maud L. Parker. *Janitor.* — Luke Kelley.

SCHOOL-STREET SCHOOL.

Assistants. — Orphise A. Morand, Mary L. Sullivan. *Janitor.* — Luke Kelley.

TOMFOHRDE-HALL SCHOOL, BOYLSTON STREET.

Assistant. — Amoritta E. Esilman. *Janitor.* — Henry Marshman.

KINDERGARTEN.

23 BYRON-COURT SCHOOL.

Principal. — Anita F. Weston. *Assistant.* — Mabel A. Jenkins.

Hugh O'Brien School. (BOYS AND GIRLS.)

Corner of Dudley and Langdon Streets, Roxbury.

Master. — John R. Morse. *Sub-Master.* — George E. Murphy. *1st Assts.* — Sarah W. Loker, Margaret Holmes. *Assistants.* — Myra E. Wilson, Edwin I. Beal, Maria L. Mace, Frances E. Whiting, Esther E. McGrath, Mary J. Mohan, Cora F. Taylor, Evangeline Clark, Grace M. Maher, Elizabeth Cushing, Viola M. I. Clark, Ellen F. A. Hagerty, Elizabeth F. Pinkham, Helen L. Bradford. Amy L. Burbank. *Cookery.* — Althea W. Lindenberg. *Manual Training.* — Ella G. Smith. *Sewing.* — Mary E. Jacobs. *Janitor.* — Thomas J. Gill. *Truant-officer.* — Timothy J. Kenny.

PRIMARY SCHOOLS.

HUGH O'BRIEN SCHOOL, DUDLEY STREET.

Assistant. — Julia E. Phalen.

HUGH O'BRIEN SCHOOL ANNEX.

Assistant. — Elinore G. Lynch. *Janitor.* — Thomas J. Gill.

HUGH O'BRIEN PORTABLE SCHOOL, NO. 6.

Assistant. — Evelyn M. Rich. *Janitor.* — Thomas J. Gill.

HUGH O'BRIEN PORTABLE SCHOOL, NO. 7.

Assistant. — Ermina C. Leach. *Janitor.* — Thomas J. Gill.

HUGH O'BRIEN PORTABLE SCHOOL, NO. 34.

Assistant. — Sarah J. Fallon. *Janitor.* — Thomas J. Gill.

HUGH O'BRIEN PORTABLE SCHOOL, NO. 35.

Assistant. — Hilda Williamson. *Janitor.* — Thomas J. Gill.

GEORGE-STREET SCHOOL.

1st Asst. — Emily M. Peaver. *Assistants.* — Abby S. Oliver, Anna W. Clark, Isabella M. Duguid, Bridget E. Scanlan, Alice G. Russell. *Janitor.* — William H. Bowman.

GEORGE-STREET PORTABLE SCHOOL, NO. 74.

Assistant. — Florence W. Parry. *Janitor.* — William H. Bowman.

KINDERGARTEN.

HUGH O'BRIEN SCHOOL ANNEX.

Principal. — Edith S. Emery. *Assistant.* — M. Gertrude Breckenridge.

Lewis School. (BOYS AND GIRLS.)

Corner of Dale and Sherman Streets, Roxbury.

Master. — Charles C. Haines. *Sub-Master.* — Allan L. Sedley. *1st Assts.* — Ellen M. Murphy, Alice O'Neil. *Assistants.* — Grace M. Clark, Mary E. Howard, Emma R. Gragg, Gertrude H. Lakin, Anna F. Bayley, Grace A. Cunningham, Madeline B. Driscoll, Abigail A. Scan-
nell, Martha C. Gerry, Emily I. Boardman, Elizabeth B. Richardson. *Cookery.* — Mary C. Mitchell, Althea W. Lindenberg. *Manual Training.* — Ella G. Smith. *Sewing.* — Mary T. Hassett. *Janitor.* — James A. Howe. *Truant-officer.* — Frank Hasey.

LEWIS PORTABLE SCHOOL, NO. 29.

Assistant. — Jessie Tishler. *Janitor.* — James A. Howe.

LEWIS PORTABLE SCHOOL, NO. 30.

Assistant. — Rachel Rosnosky. *Janitor.* — James A. Howe.

LEWIS PORTABLE SCHOOL, NO. 75.

Assistant. — Ellen G. Hayden. *Janitor.* — James A. Howe.

PRIMARY SCHOOLS.

WINTHROP-STREET SCHOOL.

Assistants. — Frances N. Brooks, Mary E. Deane, Edith A. Willey, Alice M. Sibley. *Janitor.* — John J. Dignon.

W. L. P. BOARDMAN SCHOOL, MUNROE STREET.

1st Asst. — Anna A. von Groll. *Assistants.* — Grace C. Boyden, Beatrice L. Hadcock, Mary L. Murphy, Marguerite G. Brett, Mary H. Burgess, Catherine G. Foley. *Janitor.* — James McNabb.

W. L. P. BOARDMAN PORTABLE SCHOOL, NO. 64.

Assistant. — Emma M. Pearson. *Janitor.* — James McNabb.

KINDERGARTEN.

W. L. P. BOARDMAN SCHOOL, MUNROE STREET.

Principal. — Agnes R. Elliott. *Assistant.* — Helen L. Brown.**Martin School.** (BOYS AND GIRLS.)*Corner Huntington Avenue and Worthington Street.*

Master. — Augustine L. Rafter. *Sub-Master.* — William W. Howe.
1st Assts. — Emma E. Lawrence, Isabel M. Wier. *Assistants.* — Mary V. Gormley, Mary D. Chadwick, Alice B. Fuller, Katherine G. Garrity, Jane F. Gilligan, Alice E. Lawrence, Mary L. B. Reynolds, Charlotte Z. Church, Aloyse B. Tierney. *Cookery.* — Julia A. Hughes. *Manual Training.* — Margaret A. Mahony. *Sewing.* — Esther L. Young, Margaret C. Crane. *Janitor.* — Thomas M. Houghton. *Truant-officer.* — David L. Jones.

MARTIN PORTABLE SCHOOL, NO. 79.

Assistant. — Theresa L. McCarthy. *Janitor.* — Thomas M. Houghton.

PRIMARY SCHOOLS.

MARTIN SCHOOL, HUNTINGTON AVENUE.

Assistants. — Fannie D. Lane, Alicia F. McDonald.

1520A TREMONT-STREET SCHOOL.

Assistant. — Mary A. Nolan.

737 HUNTINGTON-AVENUE SCHOOL.

Assistants. — Katherine Boyd, Cornelia M. Galligan.

741 HUNTINGTON-AVENUE SCHOOL.

Assistants. — Lydia A. Buxton, Alice B. Poor.

910 HUNTINGTON-AVENUE SCHOOL.

Assistant. — Blanche E. Fallon.

KINDERGARTEN.

766 HUNTINGTON-AVENUE SCHOOL.

Principal. — Annie J. Eaton. *Assistant.* — Willena E. Browne.**Phillips Brooks School.** (BOYS AND GIRLS.)*Quincy and Perth Streets, Dorchester.*

Master. — Henry B. Hall. *Sub-Master.* — James H. Gormley. *1st Assts.* — Alice G. Maguire, Albert S. Ames. *Assistants.* — Julia S.

Dolan, Edson L. Ford, Alice A. Brophy, Anna A. Maguire, Esther M. Meserve, Theresa F. Dupree, Mary A. H. Fuller, Etta A. Manning, M. Jennie Moore, A. Estella Allen, Mary W. Currier, Blanche L. Ormsby. *Cookery*. — Althea W. Lindenberg. *Manual Training*. — Sölvi Grevè. *Sewing*. — Margaret T. McCormick. *Janitor*. — Charles F. Hartson. *Truant-officer*. — Maurice F. Corkery.

QUINCY-STREET SCHOOL.

Assistant. — Adelaide E. Burke.

PRIMARY SCHOOLS.

HOWARD-AVENUE SCHOOL.

1st Asst. — Elizabeth R. Wallis. *Assistants*. — Mary F. McDonald, Kathie H. Emery, Ethelyn L. Jameson, Isabella L. Bissett. *Janitor*. — Samuel T. McClennan.

HOWARD-AVENUE SCHOOL ANNEX.

Assistants. — Florence Cahill, Mary E. McCarthy. *Janitor*. — Samuel T. McClennan.

HOWARD-AVENUE PORTABLE SCHOOL, NO. 21.

Assistant. — Mary F. O'Brien. *Janitor*. — Annie McDonald.

QUINCY-STREET SCHOOL.

1st Asst. — Matilda Mitchell. *Assistants*. — Helen Crombie, Emma F. Wilson, Mary C. Drum, Isabel Thacher. *Janitor*. — Henry C. Hunneman.

QUINCY-STREET PORTABLE SCHOOL, NO. 82.

Assistant. — Mary C. Maloy. *Janitor*. — Henry C. Hunneman.

KINDERGARTENS.

HOWARD-AVENUE PORTABLE SCHOOL, NO. 22.

Principal. — Mary Wall. *Assistant*. — Alice J. Sughrue. *Janitor*. — Annie McDonald.

QUINCY-STREET SCHOOL.

Principal. — Cora K. Pierce. *Assistant*. — Almeda A. Holmes.

EIGHTH DIVISION.

Agassiz School. (Boys.)

Brewer and Burroughs Street, Jamaica Plain.

Master. — John T. Gibson. *Sub-Masters*. — Arthur Stanley, Joshua Q. Litchfield. *1st Asst.* — Mary A. Gott. *Assistants*. — Clara I. Met-

calf, Caroline N. Poole, May E. Ward, Mary E. Stuart, Mary A. Cooke, Clara J. Reynolds, Mabel E. Smith, Sarah A. Moody, Ethelyn A. Townsend, Alice C. Clapp. *Manual Training*.—Helen I. Whittemore, George F. Hatch. *Janitor*.—George A. Cottrell. *Truant-officer*.—Warren J. Stokes.

WASHINGTON-STREET SCHOOL.

Assistant.—Josephine A. Slayton.

FRANCIS PARKMAN SCHOOL, WALK HILL STREET.

Assistant.—Mabelle E. Lounsbury. *Janitor*.—George Kornatis.

FRANCIS PARKMAN PORTABLE SCHOOL, NO. 70.

Assistant.—Jessie A. Shaw. *Janitor*.—George Kornatis.

PRIMARY SCHOOLS.

OLD AGASSIZ SCHOOL, BURROUGHS STREET.

1st Asst.—Caroline D. Putnam. *Assistants*.—Clara E. Bertsch, Josephine Fokes, Mary H. McCready, Alice G. Cleaveland. *Janitor*.—George A. Cottrell.

WASHINGTON-STREET SCHOOL.

Assistant.—Lucinda R. Kinsley. *Janitor*.—Frank J. Connolly.

FRANCIS PARKMAN SCHOOL, WALK HILL STREET.

Assistants.—Annie V. Lynch, Margaret M. Burton.

KINDERGARTENS.

OLD AGASSIZ SCHOOL, BURROUGHS STREET.

Assistant.—Helen B. Foster.

FRANCIS PARKMAN SCHOOL, WALK HILL STREET.

Principal.—Juliette Billings. *Assistant*.—Olivia B. Hazelton.

Bennett School. (BOYS AND GIRLS.)

Chestnut Hill Avenue, Brighton.

Master.—Henry L. Sawyer. *Sub-Master*.—Charles F. Merrick. *1st Asst*.—Melissa Abbott. *Assistants*.—F. Maud Joy, Clara L. Harrington, Annie R. Cox, Helena D. Smith, Edith Rose.

BENNETT BRANCH, DIGHTON PLACE.

Sub-Master.—James H. Burdett. *Assistants*.—E. May Hastings, Julia M. Talbot, Katherine McNamara, Rose S. Havey, Mabel L.

Chapman. *Cookery*.—Agnes A. Fraser, Grace D. Bachelder. *Manual Training*.—Alexander Miller, Cornelia D. Burbank. *Sewing*.—Elizabeth A. Power. *Janitor*.—John W. Remmonds. *Truant-officer*.—John H. Westfall.

PRIMARY SCHOOLS.

WINSHIP SCHOOL, DIGHTON PLACE.

1st Asst.—Charlotte Adams. *Assistants*.—Frances W. Currier, Margaret I. Scollans, Emma P. Dana, Katherine F. Wood. *Janitor*.—Walter H. Bickford.

OAK-SQUARE SCHOOL.

Assistants.—Anne Neville, Jennie L. Worth. *Janitor*.—Jeremiah Shaw.

HOBART-STREET SCHOOL.

Assistants.—Leslie D. Hooper, Jennie M. Good. *Janitor*.—Joseph A. Crossman.

ABERDEEN SCHOOL, CHESTNUT HILL AVENUE AND CHISWICK ROAD.

Assistant.—Elizabeth R. Bradbury. *Janitor*.—Samuel H. Mitchell.

KINDERGARTEN.

WINSHIP SCHOOL.

Principal.—Margaret T. McCabe. *Assistant*.—Winifred T. Leonard.

Bowditch School. (GIRLS.)

Green Street, Jamaica Plain.

Master.—Edward W. Schuerch. *1st Assts.*—Amy Hutchins, Elizabeth G. Melcher. *Assistants*.—Cora B. Mudge, Annie E. Lees, Elizabeth L. Stodder, Elsie R. Cowdrey, Alice B. Stephenson, Mary A. M. Papineau, Ella F. Jordan, Nellie I. Lapham, Lucy M. Bruhn, Delia U. Chapman, Mary O'Connell. *Cookery*.—Ellen B. Murphy. *Sewing*.—Helen E. Hapgood. *Janitor*.—Samuel S. Marison. *Truant-officer*.—Warren J. Stokes.

BOWDITCH PORTABLE SCHOOL, NO. 52.

Assistant.—M. Louise C. Hastings. *Janitor*.—Samuel S. Marison.

PRIMARY SCHOOLS.

MARGARET FULLER SCHOOL, GLEN ROAD.

1st Asst.—Mary E. Whitney. *Assistants*.—Olive A. Wallis, Anna K. Vackert, Mary E. McDonald, Annie FitzGerald. *Janitor*.—Charles H. Priest.

HILLSIDE SCHOOL, ELM STREET.

1st Asst. — Margaret E. Winton. *Assistants.* — Lena L. Carpenter, Alice Greene, Martha T. Howes, Sara L. Palmer. *Janitor.* — Samuel S. Marison.

CHESTNUT-AVENUE SCHOOL.

Assistants. — Sarah P. Blackburn, Mary J. Capen. *Janitor.* — Thomas Allchin.

CHESTNUT-AVENUE PORTABLE SCHOOL, NO. 9.

Assistant. — Annie M. Johnson. *Janitor.* — Thomas Allchin.

KINDERGARTENS.

MARGARET FULLER SCHOOL, GLEN ROAD.

Principal. — Anna E. Marble. *Assistant.* — Theresa I. Russell.

HILLSIDE SCHOOL, ELM STREET.

Principal. — Lillian B. Poor. *Assistant.* — Florence J. Ferguson.

Charles Sumner School. (BOYS AND GIRLS.)

Ashland Street, Roslindale.

Master. — Loea P. Howard. *Sub-Master.* — E. Emmons Grover. *1st Assts.* — Charlotte B. Hall, Angeline P. Nutter. *Assistants.* — Alice M. Barton, Bertha L. Palmer, Mary E. Lynch, Alice J. Jewett, Ida M. Dyer, Ellen J. Kiggen, Margaret F. Marden, C. Emma Lincoln. *Cookery.* — Mary Cunningham. *Manual Training.* — Grace J. Freeman. *Sewing.* — Ellen M. Wills. *Janitor.* — William L. Lovejoy. *Truant-officer.* — Frank A. Dothage.

STEPHEN M. WELD SCHOOL, SEYMOUR AND ROWE STREETS (NEAR MT. HOPE STATION).

Assistants. — Josie E. Evans, Esther M. Davies. *Janitor.* — Carl F. Meyer.

PRIMARY SCHOOLS.

FLORENCE-STREET SCHOOL.

1st Asst. — Katharine M. Coulahan. *Assistants.* — Martha W. Hanley, Dora M. Leonard, Mary G. Kelley. *Janitor.* — John J. Mulligan.

STEPHEN M. WELD SCHOOL, SEYMOUR AND ROWE STREETS.

1st Asst. — Anna M. Leach. *Assistants.* — Maude C. Hartnett, Louise M. Cottle.

CANTERBURY-STREET SCHOOL.

Assistants. — Elizabeth Kiggen, Mary E. Roome. *Janitor.* — Ellen Norton.

KINDERGARTENS.

STEPHEN M. WELD SCHOOL, SEYMOUR AND ROWE STREETS.

Principal. — Marion L. Weston. *Assistant.* — Emily E. Willett.

FLORENCE-STREET SCHOOL.

Principal. — Katharine Macdonald. *Assistant.* — Isabelle H. Earnshaw.

Longfellow School. (BOYS AND GIRLS.)

Corner of South and Hewlett Streets, Roslindale.

Master. — Frederic H. Ripley. *Sub-Master.* — Herbert S. Packard.
1st Asst. — Elizabeth M. Mann. *Assistants.* — M. Alice Jackson, Mary M. A. Twombly, Helen E. Chandler, Hattie L. Littlefield, Rose E. Keenan, Adalyn P. Henderson, Lelia R. Haynes. *Cookery.* — Mary Cunningham. *Manual Training.* — Grace J. Freeman. *Sewing.* — Ellen M. Wills. *Janitor.* — Patrick A. O'Brien. *Truant-officer.* — Frank A. Dothage.

PHINEAS BATES SCHOOL, BEECH STREET.

1st Asst. — Jennie A. Owens. *Janitor.* — Frederick W. Brauer.

17 HEWLETT-STREET SCHOOL.

Assistant. — Edith Irving. *Janitor.* — Patrick A. O'Brien.

PRIMARY SCHOOLS.

LONGFELLOW SCHOOL, SOUTH AND HEWLETT STREETS.

Assistants. — Emma Burrows, Mary A. McCarthy, Henrietta F. Johnson, Hilda G. Watkins.

LONGFELLOW PORTABLE SCHOOL, NO. 76.

Assistant. — Ethel L. Sawyer. *Janitor.* — Patrick A. O'Brien.

PHINEAS BATES SCHOOL, BEECH STREET.

Assistants. — Emma L. Dahl, Lydia W. Jones, L. Idalia Provan.

PHINEAS BATES PORTABLE SCHOOL, NO. 92.

Assistant. — Theresa D. Lewis. *Janitor.* — Frederick W. Brauer.

BEECH STREET PORTABLE SCHOOL, NO. 12.

Assistant. — Lila C. Fisher. *Janitor.* — Patrick F. Devney.

KINDERGARTEN.

UNITARIAN-CHURCH SCHOOL, SOUTH STREET.

Principal. — Sarah L. Marshall.

Lowell School. (BOYS AND GIRLS.)*310 Centre Street, Jamaica Plain.*

Master. — Edward P. Sherburne. *Sub-Master.* — Edward J. Cox.
1st Assts. — Eliza C. Fisher, Anna L. Hudson. *Assistants.* — Cora F. Sanborn, Annie B. Dooley, Mary E. Morse, Alice A. Batchelor, Rebecca Coulter, Susan E. Chapman, Mary F. Cummings, Mary A. Leary, Mary G. Lyons, Mary W. Howard, Helen C. Laughlin, Rose E. Munster.
Cookery. — Margaret A. Fay. *Manual Training.* — Katherine Robinson.
Sewing. — Eldora M. S. Bowen. *Janitor.* — Frank L. Harris. *Truant-officer.* — Warren J. Stokes.

LOWELL SCHOOL ANNEX.

Assistants. — Mary E. Clapp, Mary J. Fitzsimmons. *Janitor.* — Frank L. Harris.

LOWELL PORTABLE SCHOOL, NO. 10.

Assistant. — Mary E. Healey. *Janitor.* — Frank L. Harris.

LOWELL PORTABLE SCHOOL, NO. 11.

Assistant. — Annie W. Leonard. *Janitor.* — Frank L. Harris.

LOWELL PORTABLE SCHOOL, NO. 24.

Assistant. — Eleanor F. Somerby. *Janitor.* — Frank L. Harris.

LOWELL PORTABLE SCHOOL, NO. 25.

Assistant. — Elsie D. Keniston. *Janitor.* — Frank L. Harris.

WYMAN PORTABLE SCHOOL, NO. 26.

Assistant. — Mary E. Moran. *Janitor.* — Thomas Allchin.

PRIMARY SCHOOLS.**LUCRETIA CROCKER SCHOOL, PARKER STREET.**

1st Asst. — Flora J. Perry. *Assistants.* — Catherine T. Sullivan, Agnes L. Moran, Jane J. Wood, Lillian S. Hilton, Susan H. Nugent, Amy W. Watkins. *Janitor.* — John D. Hardy.

WYMAN SCHOOL, WYMAN STREET.

1st Asst. — Caroline F. Cutler. *Assistants.* — Jessie K. Hampton, Mary E. Murphy, Emma L. MacDonald, Georgia L. Hilton. *Janitor.* — Thomas Allchin.

WYMAN PORTABLE SCHOOL, NO. 27.

Assistant. — Mary C. Crowley. *Janitor.* — Thomas Allchin.

341 CENTRE-STREET SCHOOL.

Assistant. — Mary V. Prendergast. *Janitor.* — Thomas Allchin.

HEATH-STREET SCHOOL.

Assistants. — Ella F. Howland, Ellen C. McDermott. *Janitor.* — Catherine H. Norton.

179 HEATH-STREET SCHOOL.

Assistant. — Mary J. Stark.

KINDERGARTENS.

WYMAN SCHOOL, WYMAN STREET.

Principal. — R. Genevieve McMorow. *Assistant.* — Mary E. Merritt.

LUCRETIA CROCKER SCHOOL, PARKER STREET.

Principal. — Ida E. McElwain.

255 HEATH-STREET SCHOOL.

Principal. — Emma F. Temple. *Assistant.* — Catharine L. Gately.

Robert G. Shaw School. (BOYS AND GIRLS.)

Hastings Street, West Roxbury.

Master. — William E. C. Rich. *Sub-Master.* — Gardner P. Balch.
1st Asst. — Emily M. Porter. *Assistants.* — Julia F. Coombs, Blanche J. Conner, Mary C. Richards, Helen S. Henry. *Cookery.* — Mary Cunningham. *Manual Training.* — George F. Hatch. *Sewing.* — Ellen E. Phalan. *Janitor.* — Owen Woods. *Truant-officer.* — Frank A. Dothage.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

1st Asst. — Frances R. Newcomb. *Janitor.* — Minnie L. Karcher.

ROBERT G. SHAW PORTABLE SCHOOL, NO. 83.

Assistant. — Josephine Garland. *Janitor.* — Owen Woods.

BAKER-STREET SCHOOL.

1st Asst. — Achsa M. Merrill.

PRIMARY SCHOOLS.

MT. VERNON-STREET SCHOOL.

Assistants. — Mary C. Moller, Florence I. Reddy, Mary Butler. *Janitor.* — Owen Woods.

BAKER-STREET SCHOOL.

Assistants. — Frances A. Griffin, F. Mabel Cassidy. *Janitor.* — Patrick F. Devney.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

Assistant. — Mary G. Hudson.

KINDERGARTENS.

ROBERT G. SHAW SCHOOL, HASTINGS STREET.

Principal. — Lelia A. Flagg. *Assistant.* — Ethel H. Pendleton.

OLD BAKER-STREET SCHOOL.

Principal. — Ellen G. Earnshaw. *Janitor.* — Patrick F. Devney.

Washington Allston School. (BOYS AND GIRLS.)

Cambridge Street, Allston.

Master — * George W. M. Hall. *Sub-Master.* — William C. Crawford.
1st Asss. — Marion Keith, Alice A. Swett. *Assistants.* — Annie E. Bancroft, Sara F. Boynton, Jessie G. Prescott, Eliza F. Blacker, Marguerite L. Lillis, Lydia E. Stevenson, Elizabeth C. Muldoon, Agnes A. Aubin, Louise A. Keeler. *Janitor.* — Charles McLaughlin.

WASHINGTON ALLSTON ANNEX.

Assistants. — Jessie W. Kelly, Arvilla T. Harvey, Eleanor L. Sullivan, Margaret C. Hunt, Ida F. Taylor, Elva E. Buck. *Cookery.* — Agnes A. Fraser. *Manual Training.* — Anna M. Pond. *Sewing.* — Sarah A. Stall. *Janitor.* — Charles McLaughlin. *Truant-officer.* — John H. Westfall.

WASHINGTON ALLSTON PORTABLE SCHOOL, NO 90.

Assistant. — Blanche A. Cole. *Janitor.* — Charles McLaughlin.

FREDERIC A. WHITNEY SCHOOL, ISLINGTON STREET.

Assistant. — Fannie B. Sanderson.

WILLIAM WIRT WARREN SCHOOL, WAVERLEY STREET.

Sub-Master. — Alexander Pearson. *Assistants.* — Mary E. O'Neill, Emily C. Brown, Ella F. Bent, Grace G. Johnson, Mary A. Duston, Caroline H. Moore, M. Grace Seymour. *Janitor.* — Bartholomew J. Dooley.

PRIMARY SCHOOLS.

AUBURN SCHOOL, SCHOOL STREET.

Assistants. — Annie L. Ziersch, Lillian S. Allen, Margaret A. Foley. *Janitor.* — Bartholomew J. Dooley.

WILLIAM WIRT WARREN PORTABLE SCHOOL, NO. 89.

Assistant. — Leona J. Sheehan. *Janitor.* — Bartholomew J. Dooley.

WILLIAM WIRT WARREN PORTABLE SCHOOL, NO. 91.

Assistant. — Ella L. Chittenden. *Janitor.* — Bartholomew J. Dooley.

* Died Dec. 6, 1903.

HARVARD SCHOOL, NORTH HARVARD STREET.

Assistants. — Clara B. Hooker, Adelaide C. Williams, Elsie L. Travis,
Janitor. — Charles McLaughlin.

EVERETT SCHOOL, BRENTWOOD STREET.

Assistant. — Ruby A. Johnson. *Janitor.* — Margaret Kelly.

EVERETT PORTABLE SCHOOL, NO. 68.

Assistant. — Mizpeh B. Zewicker. *Janitor.* — Margaret Kelly.

FREDERIC A. WHITNEY SCHOOL, ISLINGTON STREET.

1st Asst. — Emma F. Martin. *Assistants.* — Anna N. Brock, Grace Hammond, Helen E. Raymond, Lina K. Eaton, Louise T. E. Waterman.
Janitor. — Otis D. Wilde.

KINDERGARTENS.

EVERETT SCHOOL, BRENTWOOD STREET.

Principal. — Sarah N. Stall. *Assistant.* — Theodora Carter.

FREDERIC A. WHITNEY SCHOOL, ISLINGTON STREET.

Principal. — Helen L. Duncklee. *Assistant.* — Alice R. Eliot.

AUBURN SCHOOL, SCHOOL STREET.

Principal. — Annie L. McCarty. *Assistant.* — Laura Stevens.

NINTH DIVISION.

Christopher Gibson School. (BOYS AND GIRLS.)

Head of Morse Street, Dorchester.

Master. — William E. Endicott.* *Sub-Master.* — Frederick W. Shattuck. *1st Assts.* — Ida L. Boyden, Charlotte E. Andrews. *Assistants.* — Joanna G. Keenan, Catherine F. Byrne, E. Gertrude Dudley, Annie H. Pitts, Flora E. Billings, Florence A. Dunbar, Emily A. Evans, Edith M. Sandsbury, E. Leora Pratt, Grace E. Bullard. *Cookery.* — Julia M. Murphy. *Manual Training.* — Susie M. Thatcher. *Sewing.* — Helen L. Burton. *Janitor.* — Winthrop B. Robinson. *Truant-officer.* — William B. Shea.

CHRISTOPHER GIBSON PORTABLE SCHOOL, NO. 4.

Assistant. — Florence S. Fairbrother. *Janitor.* — Winthrop B. Robinson.

CHRISTOPHER GIBSON PORTABLE SCHOOL, NO. 5.

Assistant. — Alice M. Williams. *Janitor.* — Winthrop B. Robinson.

* Died June 3, 1903.

CHRISTOPHER GIBSON PORTABLE SCHOOL, NO. 43.

Assistant. — Mary T. McColl. *Janitor.* — Timothy C. Keleher.

CHRISTOPHER GIBSON PORTABLE SCHOOL, NO. 44.

Assistant. — Clara C. Howland. *Janitor.* — Timothy C. Keleher.

CHRISTOPHER GIBSON PORTABLE SCHOOL, NO. 45.

Assistant. — Corinna Barry. *Janitor.* — Timothy C. Keleher.

CHRISTOPHER GIBSON PORTABLE SCHOOL, NO. 65.

Assistant. — Deborah A. McColl. *Janitor.* — Winthrop B. Robinson.

OLD GIBSON SCHOOL, SCHOOL STREET.

Assistant. — Helen F. Tarpey.

ATHERTON BUILDING SCHOOL, COLUMBIA ROAD.

Sub-Master. — Joseph T. F. Burrell.

 PRIMARY SCHOOLS.

OLD GIBSON SCHOOL, SCHOOL STREET.

1st Asst. — E. Louise Brown. *Assistants.* — Feroline W. Fox, Ellen A. Brown, Mary A. Cussen, Annie B. Emery, Eleanor J. Murphy. *Janitor.* — Thomas Kinsley.

OLD GIBSON SCHOOL ANNEX.

Assistant. — Katherine J. Daily. *Janitor.* — Thomas Kinsley.

323 WASHINGTON-STREET SCHOOL.

Assistant. — Harriet E. Ells. *Janitor.* — Thomas Kinsley.

18 STANDISH-STREET SCHOOL.

Assistant. — Ellen K. Eichorn.

ATHERTON BUILDING SCHOOL, COLUMBIA ROAD.

Assistants. — Rose E. A. Redding, Elizabeth G. Crotty, Josephine E. Clark, Bessie C. Jones, Florence A. Stone. *Janitor.* — Thomas Shattuck.

GLENWAY SCHOOL, NEAR BLUE HILL AVENUE.

Assistants. — Grace Hall, Agnes T. Kelly. *Janitor.* — Margaret Kelly.

58 GLENWAY-STREET SCHOOL.

Assistant. — Isabel M. Horsford.

 KINDERGARTENS.

ATHERTON BUILDING PORTABLE SCHOOL, NO. 61.

Principal. — Gertrude L. Watson. *Assistant.* — A. Gertrude Bowker. *Janitor.* — Thomas Shattuck.

OLD GIBSON SCHOOL ANNEX.

Principal. — Kate S. Gunn. *Assistant.* — Alice B. Torrey.

GREENWOOD HALL SCHOOL, GLENWAY.

Principal. — Edith L. Phelan. *Assistant.* — Mary A. Daly.

Edward Everett School. (Boys and Girls.)

Sumner Street, Dorchester.

Master. — Henry B. Miner. *Sub-Master.* — George M. Fellows. — *1st Assts.* — Mary F. Thompson, Henrietta A. Hill. *Assistants.* — Hildeward Fick, Alice E. Aldrich, Emma M. Savil, Clara J. Doane, Mary A. Whalen, Anna M. Foster, Harriet A. Darling, L. Cora Morse. *Cookery.* — Alice L. Manning. *Manual Training.* — James C. Clarke. *Sewing.* — Henrietta L. Yelland. *Janitor.* — George L. Chessman. *Truant-officer.* — George W. Bean.

EDWARD EVERETT PORTABLE SCHOOL, NO. 39.

Assistant. — Florence A. Goodfellow. *Janitor.* — George L. Chessman.

EDWARD EVERETT PORTABLE SCHOOL, NO. 69.

Assistant. — Marion E. Buswell. *Janitor.* — George L. Chessman.

PRIMARY SCHOOLS.

OLD EDWARD EVERETT SCHOOL, SUMNER STREET.

1st Asst. — Florence N. Sloane. *Assistants.* — Anna M. Horsford, Lizzie M. Pearson, Sally T. Fletcher, Bessie M. Elliott. *Janitor.* — George L. Chessman.

EDWARD EVERETT PORTABLE SCHOOL, NO. 38.

Assistant. — E. Mabel Clarke. *Janitor.* — George L. Chessman.

SAVIN HILL SCHOOL, SAVIN HILL AVENUE.

Assistants. — Lucy G. Flusk, Alice A. Banker, C. Margaret Browne. *Janitor.* — Laura Reed.

KINDERGARTEN.

OLD EDWARD EVERETT SCHOOL, SUMNER STREET.

Principal. — A. Gertrude Malloch. *Assistant.* — Eleanor G. Hutchinson.

Gilbert Stuart School. (Boys and Girls.)

Richmond Street, Lower Mills, Dorchester.

Master. — Edward M. Lancaster. *Sub-Master.* — Edwin F. Kimball. *1st Asst.* — Caroline F. Melville. *Assistants.* — Edith A. Scanlon,

Mary E. Harris, Anna M. McMahon, Della Prescott, Lucy D. Ellis, Elizabeth B. Wetherbee, Cornelia M. Collamore, Rebekah C. Riley. *Cookery*. — Ellen B. Murphy. *Manual Training*. — Josephine May. *Sewing*. — Katharine M. Howell. *Janitor*. — Asa C. Hawes. *Truant-officer*. — William B. Shea.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

1st Asst. — Janet B. Jordan. *Assistants*. — Esther S. Brooks, H. Adelaide Sullivan, Lydia D. Johnson. Mary M. Hoye. *Janitor*. — Asa C. Hawes.

ADAMS-STREET SCHOOL.

Assistant. — Mary M. Dacey. *Janitor*. — Ellen James.

ADAMS-STREET PORTABLE SCHOOL, NO. 1.

Assistant. — A. Maud Briggs. *Janitor*. — Ellen James.

KINDERGARTENS.

STOUGHTON SCHOOL, RIVER STREET.

Principal. — Julia E. Hall. *Assistant*. — Ellen W. Porter.

ADAMS-STREET SCHOOL.

Principal. — E. Mabel Gibson.

Henry L. Pierce School. (BOYS AND GIRLS.)

Washington Street, corner of Welles Avenue, Dorchester.

Master. — Horace W. Warren. *Sub-Master*. — George W. Ransom. *1st Asst.* — Mary E. Mann. *Assistants*. — Clara B. Cutler, Elizabeth C. Estey, Helen A. Woods, Mary L. Merrick, Minnie A. Worden, Elizabeth R. Brady, Anna S. Coffey, Ella F. Carr, Mary A. Fruean, Lucina Dunbar. *Cookery*. — Genevieve Huff. *Manual Training*. — Florence P. Donelson. *Sewing*. — Harriet E. Browne. *Janitor*. — Timothy Donahoe. *Truant-officer*. — William B. Shea.

HENRY L. PIERCE PORTABLE SCHOOL, NO. 2.

Assistant. — Annie L. Knight. *Janitor*. — Timothy Donahoe.

HENRY L. PIERCE PORTABLE SCHOOL, NO. 3.

Assistant. — Lilian S. Bourne. *Janitor*. — Timothy Donahoe.

HENRY L. PIERCE PORTABLE SCHOOL, NO. 32.

Assistant. — Mary J. Collingwood. *Janitor*. — Timothy Donahoe.

HENRY L. PIERCE PORTABLE SCHOOL, NO. 33.

Assistant. — Areminta V. Paasche. *Janitor*. — Timothy Donahoe.

PRIMARY SCHOOLS.

BAILEY-STREET SCHOOL.

1st Asst. — Anna B. Badlam. *Assistants.* — Laura D. Fisher, Helen F. Burgess, Flora C. Woodman. *Janitor.* — A. Benson Rowe.

65 BAILEY-STREET SCHOOL.

Assistant. — Ellen A. Barry. *Janitor.* — A. Benson Rowe.

KINDERGARTEN.

63-65 BAILEY-STREET SCHOOL.

Principal. — Blanche E. Thayer. *Assistant.* — Agnes M. Macdonald.

Mary Hemenway School. (BOYS AND GIRLS.)

Corner of Adams and King Streets, Dorchester.

Master. — N. Hosea Whittemore. *Sub-Master.* — Frederic L. Owen. *1st Assts.* — L. Gertrude Howes, Mary Polk. *Assistants.* — Mary F. McMorrow, Annie B. Drowne, Fanny L. Short, Anna E. Leahy, Cora I. Young, Mary A. Maloney, Minnie A. Noyes. *Cookery.* — Annie M. Eaton. *Manual Training.* — Cornelia D. Burbank. *Sewing.* — Martha F. French. *Janitor.* — Wallace Kenney. *Truant-officer.* — Maurice F. Corkery.

OLD DORCHESTER HIGH SCHOOL, CENTRE STREET.

1st Asst. — Harlan P. Ford. *Assistants.* — Margaret C. Schouler, Martha E. Lang, Frances M. Campbell, Ellen Welin. *Janitor.* — Thomas J. Hatch.

PRIMARY SCHOOLS.

HARRIS SCHOOL, ADAMS STREET, CORNER MILL STREET.

1st Asst. — Ida K. McGiffert. *Assistants.* — Mary Waterman, Florence G. Willis, Sophia W. French, Emily F. Small, Susan J. Berigan, Cecelia Coyle, Mary E. Wilbar, Florence M. Robinson. *Janitor.* — John Buckpitt.

DORCHESTER-AVENUE SCHOOL.

Assistants. — Bertha F. Cudworth, Alice G. Maher.

KINDERGARTEN.

DORCHESTER-AVENUE SCHOOL.

Principal. — Mabelle M. Winslow. *Assistant.* — Annie M. Smith. *Janitor.* — Frank M. Murphy.

Mather School. (Boys and Girls.)*Meeting House Hill, Dorchester.*

Master. — Edward Southworth. *Sub-Master.* — Arthur A. Lincoln.
1st Assts. — J. Annie Bense, Marietta S. Murch. *Assistants.* — Mary B. Corr, Frances Forsaith, Carrie F. Parker, Grace E. Lingham, Jennie E. Phinney, Isabel W. Davis, Ella J. Costello, Lucy J. Dunnels, M. Esther Drake. *Cookery.* — Alice L. Manning, Annie M. Eaton. *Manual Training.* — Alice L. Lanman. *Sewing.* — Emma G. Welch, Margaret C. Crane. *Janitor.* — Michael H. Murphy. *Truant-officer.* — George W. Bean.

MATHER PORTABLE SCHOOL, NO. 80.

Assistant. — Caroline B. Pendleton. *Janitor.* — Cyrus Grover.

MATHER PORTABLE SCHOOL, NO. 81.

Assistant. — Elizabeth V. Cloney. *Janitor.* — Cyrus Grover.

MATHER PORTABLE SCHOOL, NO. 19.

Assistant. — Mary G. Cahill. *Janitor.* — Cyrus Grover.

MATHER PORTABLE SCHOOL, NO. 20.

Assistant. — Elizabeth C. Bonney. *Janitor.* — Cyrus Grover.

LYCEUM-HALL SCHOOL, MEETING HOUSE HILL.

Sub-Master. — George A. Smith. *Assistants.* — Gertrude A. Hastings, Alice G. Williams, Mary H. Knight, Gertrude F. Newman, Mary E. O'Kane. *Janitor.* — Cyrus Grover.

PRIMARY SCHOOLS.

OLD MATHER SCHOOL, MEETING HOUSE HILL.

1st Asst. — Elizabeth Donaldson. *Assistants.* — Ruth E. Browne, Mary L. McCollough, Grace O. Allen, Grace R. Clark, M. Ellen Forsaith. *Janitor.* — Michael H. Murphy.

BON HOMME RICHARD SCHOOL.

Assistant. — Ella L. Howe. *Janitor.* — Cyrus Grover.

BENJAMIN CUSHING SCHOOL, ROBINSON STREET.

1st Asst. — Clara A. Jordan. *Assistants.* — Viola S. Churchill, Louise C. Howes, Bessie MacBride, Bertha E. Dennis, Elizabeth M. Grant, Helen M. French. *Janitor.* — James A. Hanlon.

QUINCY-STREET SCHOOL.

Assistants. — Florence J. Bigelow, Lillian B. Blackmer. *Janitor.* — Carrie Sergeant.

WARD-ROOM SCHOOL, MEETING HOUSE HILL.

Assistant. — ———. *Janitor.* — Cyrus Grover.

KINDERGARTEN.

BENJAMIN CUSHING SCHOOL, ROBINSON STREET.

Principal. — Julia F. Baker.**Minot School.** (BOYS AND GIRLS.)*Neponset Avenue, Dorchester.*

Master. — F. Morton King. *Sub-Master.* — W. Stanwood Field. *1st Asst.* — Mary K. Tibbits. *Assistants.* — Katherine M. Adams, Lillian A. Simmons, Mabel A. Jepson, Annie H. Gardner, Mary E. Palmer, Etta F. Shattuck. *Cookery.* — Annie M. Eaton. *Manual Training.* — Josephine May. *Sewing.* — Mary J. McEntyre. *Janitor.* — ————. *Truant-officer.* — Maurice F. Corkery.

PRIMARY SCHOOL.

WALNUT-STREET SCHOOL.

1st Asst. — Celia A. Scribner. *Assistants.* — A. Isabelle Macarthy, Mary E. Glidden, Annie T. Kelley, Amy K. Pickett. *Janitor.* — Henry T. Allechin.

KINDERGARTEN.

WALNUT-STREET SCHOOL.

Principal. — Mary B. Johnson. *Assistant.* — Sara C. Bullard.

Roger Clap School. (BOYS AND GIRLS.)*Harvest Street, Dorchester.*

Master. — Edwin T. Horne. *Sub-Master.* — Murray H. Ballou. *1st Assts.* — Nellie J. Breed, Jessie D. Stoddard. *Assistants.* — Mabel A. Woodward, Williamina Birse, Annie R. Mohan, Mary E. Irwin, Julia J. Ford, Josephine A. Martin, Elizabeth W. O'Connor, Grace L. Griffiths, Elinor C. Hibbard. *Cookery.* — Alice L. Manning. *Manual Training.* — James C. Clarke, Louise H. Billings. *Sewing.* — Henrietta L. Yelland, M. Lillian Dunbar. *Janitor.* — Joseph W. Batchelder. *Truant-officer.* — George W. Bean.

ROGER CLAP PORTABLE SCHOOL, NO. 85.

Assistant. — Lucy B. Conner. *Janitor.* — Joseph W. Batchelder.

ROGER CLAP PORTABLE SCHOOL, NO. 16.

Assistant. — Lillie M. M. Loughlin. *Janitor.* — Nellie A. Phelan.

PRIMARY SCHOOLS.

ROGER CLAP SCHOOL, HARVEST STREET.

Assistant. — Mary E. Griffin.

ROGER CLAP PORTABLE SCHOOL, NO. 15.

Assistant. — Marguerite T. Morse. *Janitor.* — Nellie A. Phelan.

ROGER CLAP PORTABLE SCHOOL, NO. 84 (MT. VERNON STREET).

Assistant. — Minnie E. G. Price. *Janitor.* — Nellie A. Phelan.

HARBOR VIEW-STREET SCHOOL.

Assistants. — Cora L. Etheridge, May C. McDonough, Mary G. Ellis, Charlotte K. Holmes. *Janitor.* — Nathaniel H. Hall.

HARBOR VIEW-STREET PORTABLE SCHOOL, NO. 59.

Assistant. — Gertrude W. Simpson. *Janitor.* — Nathaniel H. Hall.

ATHENÆUM SCHOOL, EAST COTTAGE STREET.

Assistants. — Winifred Emerson, Kate L. Brown. *Janitor.* — Andrew C. Scott.

20 MT. VERNON-STREET SCHOOL.

Assistants. — Frances A. Nolan, Alice B. Hennessey, La Vinia E. Stewart. *Janitor.* — James W. Lindsay.**Roger Wolcott School. (BOYS AND GIRLS.)***Norfolk and Morton Streets, Dorchester.**Master.* — Hiram M. George. *Sub-Master.* — Henry E. Loring. *1st Assts.* — Ida T. Weeks, Eva M. Morand. *Assistants.* — Sarah B. Turner, Emeline W. Ripley, Mary E. G. Collagan, Mary G. Woodman, Blanche I. Evans, Harriet M. Gould, Alice M. Ryan, Katharine C. Merrick, Mary A. Crafts, Mary M. McNally. *Cookery.* — Annie F. Gray. *Manual Training.* — Fannie B. Prince. *Sewing.* — Esther C. Povah, Catherine J. Cadogan. *Janitor.* — Henry E. Meyer. *Truant-officer.* — William B. Shea.

TILESTON SCHOOL, NORFOLK STREET.

Sub-Master. — Orris L. Beverage. *Assistant.* — Alice G. Meade. *Janitor.* — Peter Cook.

PRIMARY SCHOOLS.

THETFORD-STREET SCHOOL.

1st Asst. — Mary E. Nichols. *Assistants.* — Louise L. Carr, Ethel C. Flynn, Charlotte A. Fraser, Keziah J. Anslow, Agatha P. Razoux, Mary E. Garrity. *Janitor.* — A. Benson Rowe.

MORTON-STREET SCHOOL.

Assistants. — Emma L. Samuels, Mary G. Morton, Elizabeth C. Banker, Helen A. Fernald. *Janitor.* — John F. Tolan.

MORTON-STREET SCHOOL ANNEX.

Assistant. — Louisa W. Burgess. *Janitor.* — John F. Tolan.

TILESTON-SCHOOL, NORFOLK STREET.

Assistants. — F. Mabel Sykes, Annie G. Shay.

KINDERGARTENS.

THETFORD-STREET SCHOOL.

Principal. — Katharine H. Perry. *Assistant.* — Julia G. Davison.

170 LAURIAT-AVENUE SCHOOL.

Principal. — Anina L. Fitzsimmons. *Assistant.* — Alice E. Smith.

DIRECTORS AND SPECIAL INSTRUCTORS.

DRAWING.

Director. — James Frederick Hopkins. *Assistants.* — Henry W. Poor, Margaret J. Patterson, Estelle E. Potter, Jennie C. Peterson.

KINDERGARTENS.

Director. — Laura Fisher.

MILITARY DRILL.

Instructor. — George H. Benyon. *Armorer.* — Charles H. Reardon.

MODERN LANGUAGES.

Assistant Instructors. — Henri Morand, Camille Ried.

MUSIC.

Director. — James M. McLaughlin. *Assistant Directors.* — Grant Drake, Leonard B. Marshall, Albert G. Mitchell, John A. O'Shea. *Assistants.* — Helen A. Brick, Mary L. McNulty, Laura F. Taylor, Nellie L. Woodbury.

PHYSICAL TRAINING.

Director. — James B. Fitzgerald, M.D. *Assistants.* — Nathaniel J. Young, Gordon Trowbridge.

INSTRUCTORS OF SEWING.

Eldora M. S. Bowen, Lowell School.
Harriet E. Browne, Henry L. Pierce School.
Helen L. Burton, Christopher Gibson School.
Catherine J. Cadogan, Norcross and Roger Wolcott Schools.
Kate A. Clare, Hancock School.
Susan M. Cousens, Chapman School.
Margaret C. Crane, Martin, Mather, and Wells Schools.
Annie M. Cullen, Blackinton and George Putnam Schools.
Isabella Cumming, Winthrop School.
Mary L. Dermody, Lyman School.
Mary F. Doherty, Hancock School.
Clara L. Dorr, Wells School.
M. Lillian Dunbar, Roger Clap and Shurtleff Schools.
Martha F. French, Horace Mann and Mary Hemenway Schools.
Helen E. Hapgood, Bowditch School.
Mary T. Hassett, Lewis School.
Katharine M. Howell, Gilbert Stuart School.
Mary E. Jacobs, Dearborn and Hugh O'Brien Schools.
Margaret A. Kelley, Hyde School.
Elizabeth S. Kenna, John A. Andrew School.
Mary J. Mara, Prescott School.
Annie F. Marlowe, Emerson School.
Margaret T. McCormick, Phillips Brooks School.
Margaret McDonald, Comins and Winthrop Schools.
Mary J. McEntyre, Minot and Norcross Schools.
Annie S. Meserve, Everett School.
Mary E. Patterson, Gaston School.
Ellen E. Phalan, Robert G. Shaw School.
Esther C. Povah, Adams and Roger Wolcott Schools.
Elizabeth A. Power, Bennett and Chapman Schools.
Alice M. Skillings, Prince and Franklin Schools.
Julia A. Skilton Bunker Hill and Warren Schools.
Sarah A. Stall, Washington Allston School.
Ella L. Thomas, Bowdoin and Wells Schools.
Lizzie A. Thomas, Franklin School.
Frances Tully, Frothingham School.
Emma A. Waterhouse, Dillaway School.
Emma G. Welch, Mather School.
Ella Whiting, Harvard School.
Ellen M. Wills, Charles Sumner and Longfellow Schools.
Henrietta L. Yelland, Edward Everett and Roger Clap Schools.
Esther L. Young, Gaston and Martin Schools.

SPECIAL SCHOOLS.

Horace Mann School for the Deaf.*178 Newbury Street.*

Principal. — Sarah Fuller. *Assistant Principal.* — Ella C. Jordan.
Assistants. — Kate D. Williams, Mary F. Bigelow, Sarah A. J. Monro,
 Elsa L. Hobart, Ida H. Adams, Sally B. Tripp, Kate F. Hobart, Mabel
 E. Adams, Josephine L. Goddard, Martha C. Kincaide, Stella E.
 Weaver, Mary H. Thompson, Mary B. Adams. *Cookery.* — Grace D.
 Bachelder. *Sewing.* — Martha F. French. *Janitor.* — Wendell P.
 Getchell. *Assistant Janitors.* — Flora H. Frizzell, Annie L. Gannon.

Manual Training Schools.

There are thirty-four woodworking rooms, located as follows:

EAST BOSTON. — Cudworth School, Gove street; Chapman School,
 Eutaw street.

CHARLESTOWN. — Harvard School, Devens street; Prescott School
 Annex, Elm street.

BOSTON. — Appleton-street School; Pierpont School, Hudson street;
 Dwight School, West Springfield street; Prince School, Newbury street.

ROXBURY. — Sherwin School, Madison square.

SOUTH BOSTON. — Bigelow School (two rooms), Fourth street; Thomas
 N. Hart School, H street; Lincoln School, Broadway; Lawrence School,
 B street.

ROXBURY. — Dudley Portable School, No. 60; 1508 Tremont-street
 School; Lewis School Annex, Dale street.

DORCHESTER. — Phillips Brooks School, Quincy and Perth streets.

JAMAICA PLAIN. — Eliot School, Trustee Building, Eliot street;
 Agassiz School, Brewer street; 333 Centre-street School.

WEST ROXBURY. — Robert G. Shaw School, Hastings street.

ROSLINDALE. — Longfellow School, South street.

ALLSTON. — Washington Allston School, Cambridge street.

BRIGHTON. — Winship School, Dighton place; Brighton High School,
 Cambridge street.

DORCHESTER. — Lyceum Hall School, Meeting House Hill; Roger
 Clap School, Harvest street; Henry L. Pierce School, Washington
 street; Christopher Gibson School, Bowdoin avenue; Mary Hemenway
 School, Adams and King streets; Gilbert Stuart School, Richmond
 street; Minot School, Neponset avenue; Roger Wolcott School, Norfolk
 and Morton streets.

Principal of Manual Training Schools. — Frank M. Leavitt. *Instructors.* — Edward C. Emerson, Celia B. Hallstrom, George F. Hatch, Alexander Miller, Mary E. Pierce. *Assistant Instructors.* — Lillian M. Beckwith, Louise H. Billings, John C. Brodhead, Sybel G. Brown, Cornelia D. Burbank, Frank Carter, Sigrid Cederroth, James C. Clarke, Annie V. Comins, Florence P. Donelson, William A. England, Grace J. Freeman, Sölvi Grevè, Olive I. Harris, Alice L. Lanman, I. Virginia Lyons, Margaret A. Mahony, Mary J. Marlow, Josephine May, Grace K. Peaslee, Anna M. Pond, Fannie B. Prince, Katherine Robinson, Ella G. Smith, Susie M. Thacher, Helen F. Veasey, Helen I. Whittemore.

Schools of Cookery.

The school kitchens are twenty-eight in number, located as follows:

EAST BOSTON. — Chapman School, Eutaw street; Lyman School, Paris street.

CHARLESTOWN. — Bunker Hill School, Baldwin street; Harvard School, Devens street.

BOSTON. — Bowdoin School, Myrtle street (No. 1); Bowdoin School, Myrtle street (No. 2); Hancock School, Parmenter street; Winthrop School, Tremont street; Prince School, Newbury street; Horace Mann School, Newbury street; Rutland-street School; Hyde School, Hammond street.

SOUTH BOSTON. — Drake School, C and Third streets.

ROXBURY. — 1518 Tremont-street School; Kenilworth-street School.

DORCHESTER. — Phillips Brooks School, Quincy and Perth streets.

BRIGHTON. — Winship School, Dighton place.

JAMAICA PLAIN. — Bowditch School, Green street; 331 Centre-street School.

WEST ROXBURY. — Robert G. Shaw School, Hastings street.

ROSLINDALE. — Charles Sumner School, Ashland street.

ALLSTON. — Washington Allston School, Cambridge street.

DORCHESTER. — Christopher Gibson School, head of Morse street; Gilbert Stuart School, Richmond street; Henry L. Pierce School, Washington street and Welles avenue; Mary Hemenway School, Adams and King streets; Mayflower School, Harbor View street; Roger Wolcott School, Norfolk and Morton streets.

Principal of Schools of Cookery. — Ellen L. Duff. *Instructors.* — Grace D. Bachelder, Charlotte F. Clark, Julia T. Crowley, Roberta M. Cummins, Mary Cunningham, Annie M. Eaton, Margaret A. Fay, Agnes A. Fraser, Annie F. Gray, Emily H. Hawes, Margaret W. Howard, Genevieve Huff, Julia A. Hughes, Althea W. Lindenberg, Alice L. Manning, Mary C. Mitchell, Josephine Morris, Ellen B. Murphy, Julia M. Murphy, Elizabeth T. Sumner, Emeline E. Torrey, N. Florence Treat, Angeline M. Weaver.

School on Spectacle Island.

Instructor. — Stephen W. Ferguson.

Special Classes.

AUSTIN SCHOOL, PARIS STREET, EAST BOSTON.

Teacher. — Mary A. Stillman.

ST. ANDREW'S-CHAPEL SCHOOL, 38 CHAMBERS STREET.

Teacher. — Blanche B. Cochran.

APPLETON-STREET SCHOOL.

Teacher. — Cora E. Wood.

HYDE SCHOOL, HAMMOND STREET, ROXBURY.

Teacher. — Ada M. Fitts.

HAWES HALL SCHOOL, BROADWAY, SOUTH BOSTON.

Teacher. — Margaret M. Brosnahan.

ROXBURY-STREET PORTABLE SCHOOL, NO. 40.

Teacher. — Harriet E. Lyman.

Evening Schools.

The term of the Evening Schools begins on the last Monday in September, and closes on the second Friday in March.

EVENING HIGH SCHOOL, Montgomery Street. *Principal.* — Fred A. Fernald. *Secretary.* — James W. Blaisdell. *Charlestown Branch.* — Charlestown High School, Monument square. *Assistant in Charge.* — Walter L. Harrington. *East Boston Branch.* — East Boston High School, Marion street. *Assistant in Charge.* — Henry H. Folsom.

BOWDOIN SCHOOL, Myrtle street. *Principal.* — W. Hector S. Kollmyer.

COMINS SCHOOL, Tremont street, Roxbury. *Principal.* — John E. Butler.

DEARBORN SCHOOL, Dearborn place, Roxbury. *Principal.* — John S. Richardson.

ELIOT SCHOOL, North Bennet street. *Principal.* — Walter Mooers.

FRANKLIN SCHOOL, Waltham street. *Principal.* — Gustavus F. Guild.

HANCOCK SCHOOL, Parmenter street. *Principal.* — Lewis H. Dutton.

LINCOLN SCHOOL, Broadway, South Boston. *Principal.* — James H. Gormley.

LYMAN SCHOOL, corner Paris and Gove streets, East Boston. *Principal.* — Henry H. Folsom.

MATHER SCHOOL, Lyceum Hall, Meeting House Hill. *Principal.* — Orris L. Beverage.

NORCROSS SCHOOL, corner D and Fifth streets, South Boston. *Principal.* — Caspar Isham.

QUINCY SCHOOL, Tyler street. *Principal.* — Alanson H. Mayers.

WARREN SCHOOL, corner Pearl and Summer streets, Charlestown. *Principal.* — James H. Leary.

WASHINGTON ALLSTON SCHOOL, Cambridge street, Allston. *Principal.* — George E. Murphy.

WELLS SCHOOL, Blossom street. *Principal.* — Charles E. Harris.

Evening Drawing Schools.

The term of the Evening Drawing Schools begins on the third Monday in October and continues for sixty-six working nights. Registration on Monday, Wednesday, and Friday evenings of the week preceding the opening of schools, when an exhibition of students' work is also on view.

CHARLESTOWN CITY HALL. *Principal.* — Albert L. Ware. *Janitor.* — Thomas E. Smith.

147 COLUMBUS AVENUE. *Master.* — George Jepson. *Janitor.* — George W. Fogg.

EAST BOSTON, Old High School-house, Meridian street. *Principal.* — Alexander Miller. *Janitor.* — Edward H. Gilday.

2307 WASHINGTON STREET, Roxbury. *Principal.* — Charles L. Adams. *Janitor.* — Henry W. Childs.

WARREN AVENUE, PUBLIC LATIN SCHOOL. *Master.* — George H. Bartlett. *Janitor.* — Matthew R. Walsh.

SCHOOL OF DESIGN, PUBLIC LATIN SCHOOL. *Principal.* — Vesper L. George. *Janitor.* — Matthew R. Walsh.

Educational Centres.

BIGELOW SCHOOL. Fourth, corner E Street, South Boston. *Principal.* — Michael E. Fitzgerald.

HANCOCK SCHOOL, Parmenter street. *Principal.* — Lewis H. Dutton.

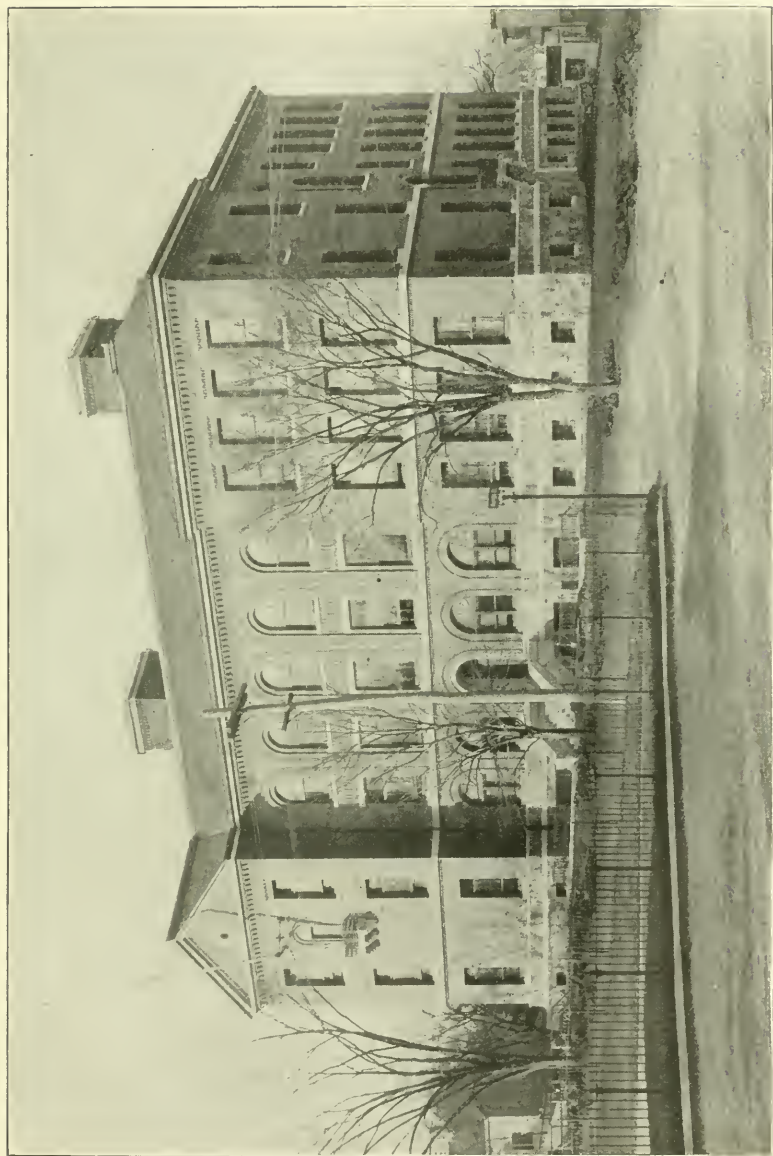
LOWELL SCHOOL, 310 Centre Street, Jamaica Plain. *Principal.* — Edward P. Sherburne.

TRUANT-OFFICERS.

OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief</i> .	
George W. Bean.....	Edward Everett, Mather, and Roger Clap Districts.
Henry M. Blackwell.....	Comins, Dillaway, and Dudley Districts.
James Bragdon.....	Gaston, Lincoln, and Thomas N. Hart Districts.
Maurice F. Corkery.....	Mary Hemenway, Minot, and Phillips Brooks Districts.
Frank A. Dothage.....	Charles Sumner, Longfellow, and Robert G. Shaw Districts.
Frank Hasey.....	Dearborn, George Putnam, and Lewis Districts.
John T. Hathaway.....	Bunker Hill, Prescott, and Warren Districts.
David L. Jones.....	Hyde, Martin, Prince, and Sherwin Districts.
Timothy J. Kenny.....	Hugh O'Brien, John A. Andrew, and Shurtleff Districts.
David F. Long.....	Bowdoin, Phillips, and Wells Districts.
John McCrillis.....	Eliot and Hancock Districts.
Amos Schaffer.....	Bigelow, Lawrence, and Norcross Districts.
William B. Shea.....	Christopher Gibson, Gilbert Stuart, Henry L. Pierce, and Roger Wolcott Districts.
Warren J. Stokes.....	Agassiz, Bowditch, and Lowell Districts.
Daniel J. Sweeney.....	Chapman and Emerson Districts.
Charles E. Turner.....	Adams and Lyman Districts.
Richard W. Walsh.....	Brimmer, Quincy, and Winthrop Districts.
John H. Westfall.....	Bennett and Washington Allston Districts.
Charles B. Wood.....	Dwight, Everett, Franklin, and Rice Districts.
Charles S. Wooffindale.....	Frothingham and Harvard Districts.

DEDICATION
OF THE
ROGER WOLCOTT GRAMMAR SCHOOL.

MAY 1, 1903.



ROGER WOLCOTT SCHOOL.

ROGER WOLCOTT GRAMMAR SCHOOL.

DESCRIPTION.

The Roger Wolcott Grammar School-house at the corner of Norfolk and Morton streets, Dorchester, is a three-story building containing fifteen class-rooms.

In the basement, which is entirely above ground on the westerly side, are a manual-training room, a cooking-room, and a gymnasium, besides the principal toilet-rooms, boiler-room, and fan-room. At one side of the main entrance, on the first floor, is a reception-room, at the other side a sewing-room. On this floor, also, are the sub-master's office and five class-rooms. On the second floor are six class-rooms, a library, and the master's office. In the central part of the building, on the third floor, is the assembly hall, with ample accommodation for a meeting of the whole school, and containing a platform, or stage, large enough for seating the members of one class, for graduation or other exercises. On this floor are four class-rooms, and ante-rooms either side the platform. From the assembly hall a flight of stairs, of fireproof construction, leads from either side to the ground floor, with exits both at the first and lower story at the ends of the building. Broad corridors connect these staircases on each floor. The building, though not of fireproof construction, is subdivided by brick partition walls, and the entire first floor is of masonry construction.

The exterior of the building is of brick, with seam face granite basement walls, and granite trimmings above.

DEDICATION.

The dedication of the Roger Wolcott School-house occurred on Friday evening, May 1, 1903, at 8 o'clock, under the direction of the Committee on the Ninth Division of the School Committee, consisting of William F. Merritt, Chairman, Mr. John H. Casey, Miss Mary A. Dierkes, Daniel S. Harkins, M.D., and Mr. James J. Storrow. An audience of about one thousand friends of the school attended, including many masters and teachers, representatives of the State and City Governments resident in Dorchester, and past members of the School Committee. On the platform were seated the speakers of the evening, members of the committee and their guests, Mrs. Wolcott and family, Hon. Francis C. Lowell, Judge United States District Court, Mr. Henry Parkman, and others. Forty gentlemen acted as ushers, under the direction of Mr. Lauris J. Page. Blossom's orchestra, engaged by friends of the school, furnished music at intervals in the course of the exercises, and afterwards for dancing in the main hall.

An invocation was offered by Rev. John M. McGann, Rector of the Church of the Holy Spirit, Mattapan, after which Mr. Merritt, Chairman of the Committee on the Ninth Division, addressed the audience as follows :

ADDRESS OF MR. WILLIAM F. MERRITT.

Ladies and Gentlemen :

It is my pleasing duty to welcome you to these very simple exercises, dedicating to grammar-school uses this new building.

It seems but a short time since some of us who are here to-night dug the first few shovelfuls of earth which started the excavation for the foundation of this building, yet this house has been finished for more than a year.

In response to a petition signed by a large number of the residents of this district, and by many outside of the district, the committee named the school-house Roger Wolcott, in honor of the late Governor of this Commonwealth, an able and upright magistrate, an honorable and public-spirited citizen, and a Christian gentleman, a model for the youth of the land—a worthy name for one of the latest and best of Boston's grammar school-houses.

If any of you here have, with me, reached middle age, I believe you have said upon entering this building, as I have said, "This is not much like the school-house where I went to school!" No, it is not much like the school-house where I went to school, and I am very thankful that it is not. But when you stop to think of it, what is there now that is much like what was when you and I were children? Are the houses in which we now live, with their modern heating, plumbing, and sanitary appliances, much like the houses where we used to live? Are the churches which we build to-day much like the churches where we spent the Sabbath days of our childhood? Are the great retail stores of to-day much like those where our mothers used to take us shopping? Are the great office buildings of ten and twelve stories, with their many elevators, much like the old building in Court street when I began to study? Are the electric cars which now run upon our streets and in the air much like the little omnibuses which used to run up and down Washington street, or like the stage coaches which ran out in the country? Are the steamboats in our harbor and the steamships upon the ocean much like those of fifty years ago? Now, if all these, and more, have changed and improved, why shouldn't the school-house, the most important of all, improve too? In only one respect has there been no improvement. In the years gone by, as at the present, the City of Boston and all the cities and towns of this great country have done all that was possible for the education of their children.

This is one of the last school-houses built by the committee, and we take some pride in it. It is not to be called to-night a "temple of learning," or a "school palace," or by any other high-sounding name. It is simply a modern grammar school-house, made as comfortable, convenient, and attractive for pupils and teachers as it properly and economically could be.

I know that the residents of this district are duly grateful to the members of the committee, both past and present, for giving them this fine building out here in the country. They are grateful to the Superintendent and to the master and teachers of this school for all they did to make this school-house what it is. They are grateful to the architects selected by the committee for their part, for upon these gentlemen fell the burden of the design and construction of this building. How well they did their work, the building itself shows. That they are not ashamed of their work is shown by the presence of the senior member of the firm here to-night to formally present the building to the committee. No one knows better than I the faithful and conscientious work put into this building by that gentleman, and his efforts to make this school-house acceptable to the committee and to the residents of this district. I now take pleasure in presenting him to you — Mr. Arthur G. Everett.

ADDRESS OF MR. ARTHUR G. EVERETT.

Mr. Chairman, Ladies and Gentlemen:

I congratulate you upon the fulfilment of your wish to have a grammar school building in your midst, for the interest you have shown from the first is an assurance that you will make good use of it. I say "you will make good use of it," for I believe a school building belongs to the parents as well as to the children, and I feel that the spirit which prompted you to ask that this site be selected, the spirit which led you to take actual part in turning the first sod and starting excavations, the eager interest you took in each step of the building operations, and the spirit which brings you here this evening to participate in dedicating the building to the service of the community, will lead you to find many ways to use the building which shall bring the life of the school and the life of the neighborhood, the life of the teachers and of the parents, into closer relationship. Your School Committee, I am sure, will be glad to make the way clear for you to enter into the life of the school, and make it an interesting part of your lives. I wish you all happiness in your possession.

Addressing President Cushing, Mr. Everett continued :

Mr. President :

I suppose it has become the custom for an architect to deliver the keys of a building, that he may thereby give his final approval to the work of the builders. This I am glad to do. I feel that I represent, also, your Building Committee, your Superintendent of Schools, and the principal and teachers of this school, all of whom have had a share in determining the arrangement of the building, and in their name, as well as in that of the builders, I ask you to accept these keys as a symbol of a completed work.

RESPONSE OF MR. GRAFTON D. CUSHING.

Sir :

I accept these keys at your hands, and have pleasure in thanking you on behalf of the School Committee and of the community for the care and taste which you have used in the erection of this building. One often hears complaints of the extravagance of our modern school-houses. But when a building bears, as this one does, the signs of an artist's touch, I cannot believe that the charge of extravagance is well-founded. The children learn to love, through their school, all that is beautiful and seemly.

Turning to the audience, Mr Cushing continued :

Ladies and Gentlemen :

When this building was first begun, I was on the Committee on New Buildings. Mr. Merritt was then chairman of that committee. I can testify to the great interest he took in every detail of this school-house. The care with which it was planned was largely the result of his disinterested efforts.

One cannot, it seems to me, look over the list of our schools without being struck by the absence of the names of many of the men who stand for what is best in our national life. It would seem fitting that our schools should recall those whose example is an inspiration, whose deeds have made the history

of our country what it is. We want our heroes brought into our daily lives — men who have wrought and accomplished. It is customary in the case of churches and of church schools to choose a patron saint. We need patron saints for our schools, men who have lived in the world, who have fought and have conquered; men whose memory will stimulate the development of the virtues of self-sacrifice, of devotion to high ideals, of patriotic service.

It therefore seems to me that the name of this school is peculiarly suitable. Roger Wolcott was a man of perfect courage and of perfect honesty. An idealist, he knew how to apply his ideals to practical affairs. He brought the virtues of private life into public office, and no lesson is more needed than this in a day when we are so often contented with a low standard of integrity in our public servants. He was beloved by the community, for no one questioned the purity of his motives in any of his acts. He stands as the embodiment of virtue in public office. We are a nation of hero-worshippers at heart, and when we find a man who combines the qualities that we admire, we are ready to hail him as our chief.

Addressing the master of the school, Mr. Cushing continued:

Mr. George:

I hand over to you these keys, the symbols of your authority. May you so lead your scholars that they may be worthy to follow in the steps of him for whom this school is named.

RESPONSE OF MR. HIRAM M. GEORGE.

Mr. President:

It is with feelings of pride and pleasure, mingled with a deep sense of responsibility, that I accept from your hands these keys, emblematical as they are of the authority and duties which devolve upon me as master of the Roger Wolcott School. Long and anxiously have the parents, the teachers, and the pupils of this district waited for the time when it would be possible for you to give and for me to receive these keys.

Turning to the audience, Mr. George continued :

Ladies and Gentlemen :

This building, beautiful and well-equipped as it is, is a fitting memorial of him whose name it bears, distinguished as he was as a statesman and a man. His courtly manners, his splendid presence, his lofty breeding were but the symbols of his nature. He was the *beau ideal* of the scholar in politics, and, like Chevalier Bayard, he was a man "without fear and without reproach." Born as he was of wealthy parentage, he was essentially democratic in his feelings and actions. Those who knew him best loved him most; and even those who were politically opposed to him believed that he intended to do what he thought to be right without regard to any consequences which might happen to himself. Bishop Lawrence says of him, "He always rang true. There was something in the transparency of his nature which revealed this"; and to do the right thing in the right way and in the right time, so far as in him lay, seemed to be the motto of his life. There was no one who knew him who was not the better for that knowledge.

It is not my intention, nor is it in my province, to pronounce any eulogy upon Roger Wolcott at this time. That has already been done far better than I could do it by one of the most eminent living statesmen of Massachusetts. It is quite enough for me to say now that his life and his character ought to, and undoubtedly will, prove to be an inspiration to our teachers and an incentive to our pupils to follow the good example which he has set before us. In no better way than by training the pupils committed to our charge to be good men and good citizens, for the best welfare of our State and our country, along the lines which we find laid down in his life, and by his example, can we justify the expenditure of the great amount of money which the City of Boston has so generously employed upon this magnificent building; and such results it will be my most earnest endeavor to accomplish.

I am ambitious of having this school one where shall be done good, honest, faithful work—work whose effects will last not only during the lifetime of the recipients, but which will be transmitted to future generations. These aspirations I have en-

deavored to impress upon my teachers, and I have, as I believe, been at least fairly successful in so doing.

I have an excellent corps of teachers, who are all striving, I think, to do their whole duty. They are ever ready with suggestions which they think may improve the morale of the school, quick to respond to any of my hints, and indefatigable in their endeavors to carry their school-work to a successful termination.

All this, however, is not sufficient to produce the most successful results. Children differ in their mental capacity and in their ability to learn the lessons assigned to them. Some learn easily, while others acquire knowledge with difficulty. One would say, at the first thought, that the former had the decided advantage in the class, but that does not always prove to be true; for, unfortunately, the pupil who learns quickly, frequently forgets quite as quickly. On the contrary, the child who has difficulty in mastering his lessons will the more readily retain what he has learned. "Easy come, easy go" is as true with learning as it is with other things. That which costs us little is usually lightly regarded, while that which costs us much, which is difficult to obtain, is much more precious to us. If only the pupil is willing to put his whole energy into his work, he will assuredly accomplish success.

Parents sometimes feel aggrieved because their boy or their girl does not stand among the first of the class, and ascribe the cause to the teacher, forgetting for the moment that the object and aim on both sides is the same—namely, the mental and moral growth of the child. It is frequently far better that the growth of the child should be slow, provided that it be a real growth. Children have frequently been likened to plants. Everyone who has ever cared for plants knows that a forced growth is the greatest injury that can be done to them. So it is with children. A child should be allowed to grow just as slowly as may be necessary, provided that there be a continual, uninterrupted growth.

Many of the troubles which arise at school between teacher and pupil might easily be avoided if the parents could, or would, spare the time necessary to visit the school so as to become acquainted with the teachers and to get into sympathy with the work of the classes. A child will rarely respect a grown person whom his father and mother do not respect, and true respect can

come only by knowledge. Let me then invoke the aid of the parents in our work. Let me ask you to know well the teachers of your children, and to help us so far as you may be able with your assistance and with your support, both in the school and on the street and at home. Opinions as to the way things should be done may, and very likely will, differ; but, believe me, the true teacher wishes for the lasting well-being of her pupil just as really as you wish it for your child, and it is only by working with the teacher, and not against her, that the best results will be obtained. The teacher can often see things in a broader light than it is possible for the parent to do, and it is only by a full and free consultation between them that the proper status can be established. Almost without exception have I found the parents of this district ready to respond to any request of mine, or of a teacher, looking towards the advancement and best interests of their children, and I shall confidently expect the same condition of things to continue for the future. In this way, and in this way alone, will the best interests of the pupils be subserved, and the Roger Wolcott School become all that its most ardent friends desire it to be.

I cannot better close than by quoting the following extract from an oration by the "Silver-tongued orator" of Massachusetts, — Edward Everett. He said :

"Boston takes pride in her natural position, she rejoices in her beautiful environs, she is grateful for her material prosperity; but richer than the merchandise stored in her palatial warehouses, greener than the slopes of sea-girt islets, lovelier than this encircling panorama of land and sea, of field and hamlet, of lake and stream, of garden and grove, is the memory of her sons, native and adopted; the character, services, and fame of those who have benefited and adorned their day and generation. Our children, and the schools at which they are trained; our citizens, and the services they have rendered; — these are our jewels — these are our abiding treasures."

The CHAIRMAN. — His Honor the Mayor was invited to address you, and intended to do so, but sends us word that he is prevented from being here.

The members of the family of Governor Wolcott have taken the greatest interest in this building; they have shown that interest by many beautiful gifts for its adornment; they have still further shown that interest by their presence here to-night, and one of their number, a son of the governor, has consented to address you. I now present him to you — Mr. Roger Wolcott.

ADDRESS OF MR. ROGER WOLCOTT.

Mr. Chairman and Friends:

It is a great pleasure to me to be present at the dedication of this beautiful school-house, which has been named after my father, — and it seems to me a particularly appropriate thing that it should be so named. When people complained that our democratic form of government was becoming more and more demoralized under the growth of the boss system, my father always asserted that the remedy lay in the education of the voters. Education fits a man to do effective thinking for himself, and the boss cannot long hold his supremacy where the people are accustomed to do their own thinking on the questions of the day and the things of the morrow. While Massachusetts maintains her public school system at its present high standard, there need be no fear for the future of our institutions. Politics should play no part in the administration of our schools, but the school must play a strong part in politics.

It matters not one whit whether a man is a democrat or a republican so long as he votes as he believes to be right. Of course, we all have our opinion as to which has the better judgment, but I suppose an honest democrat is as sure of going to heaven — almost — as an honest republican.

What our city, and our state, and our country need, is that our educated men should take an interest in public affairs. It may be that a man is not in a position to make the sacrifice of time and income necessary to the conscientious administration of a public office, but at least we can all attend the caucuses and cast an honest vote on election days. So much is not only a

privilege, but also a duty, and it is not a duty involving any substantial sacrifice.

May the graduates of this school be inspired, by the honorable name which it bears, to strenuous efforts in the direction of honest and enlightened citizenship, so that the Roger Wolcott School may do more than furnish a mere education, and may prove a potent factor for good in the community.

THE CHAIRMAN. — I now present to you the Superintendent of Boston's Public Schools. I might say much of what he has done, and what he is still doing, for our schools, but I prefer to present him here to you, to-night, as the man who approved the plans of this building — Mr. Edwin P. Seaver.

ADDRESS OF MR. EDWIN P. SEAVER.

Mr. Chairman, Ladies and Gentlemen:

You will permit me to say a few words about the importance of a neighborhood interest in the schools.

You now have for your use in this neighborhood a fine school-house which for fitness and beauty is unsurpassed by any similar building in the city. You have a company of teachers who have been selected with all possible care, and who will render you the best service in their power. Indeed, all that the City of Boston can do has been done, and will continue to be done, to promote the education of your children. All this is good; but it is not enough for the highest success of your school. One thing more is necessary to crown the work, and that thing is on the part of every parent, and on the part of every citizen, residing in this district, a lively personal interest in the school, in its teachers, in its pupils, and in their daily work.

In the several school districts of a large city this neighborhood interest is too often lacking. We usually find more of it in a small country town.

If we compare the circumstances of a city school district with those of a town of about the same number of inhabitants, we may, perhaps, discover the reasons why local interest is apt to be less lively in the former than in the latter.

Suppose, by way of illustration, the Roger Wolcott District had been an independent incorporated town. As citizens of your town, you would have felt as you long did feel—the want of a new school-house. But instead of looking to the great city with its ample treasury for this, you would have looked to yourselves. You would have held town meetings. There would have been discussions, long and lively perhaps, on the selection of a school-house site, and on the size of your appropriation. You would have chosen your own building committee, and freely discussed their doings with a view to influencing them to meet your personal desires. The amount of money you voted to spend would have been determined by the amount of property you had within your own borders to levy taxes upon and by your liberality towards the educational interests of your town. You might have built a finer school-house than this, or one not so fine; but in either case it would have been your own school-house, built with your own money, and you would have been fully conscious of the fact.

Then, too, you would have chosen your own school committee and watched over its doings with an immediate personal interest; for you would have felt that if things went wrong you had the remedy directly in your own hands, or if things went well the credit and advantage were yours.

These are some of the circumstances which beget and keep alive the neighborhood interest in the schools of a small town. They explain why it is a wise policy on the part of the Commonwealth to leave the support and the management of the public schools so far as practicable to the several towns.

Now, in a school district of a large city the circumstances are quite different. In this district, for example, you have no local government, no town meeting. You were not permitted to select a school-house site; it was selected for you. You were not consulted about the plans; they were made and approved by persons seldom seen among you. The money which goes into this building does not come from your pockets, except a trifling fraction of it. Your money for the most part goes to build school-houses in other parts of the city. To be sure, money raised by tax in all other parts of the city is spent on your school-house here. And in this exchange of money it is to be hoped you obtain your just share;

but you can hardly look upon your school-house as a thing provided by your own efforts alone. It was provided for you by a power mainly outside yourselves, a power of which you exercise but a very small part.

And so in the management of your school. You have no local committee chosen by yourselves; you must accept the management given you by the whole city. You may or may not have a member of the School Board resident among you; but even if you have, he is not yours exclusively, his duties relate to the whole city; the best he can do for you is to make your wants known to the central power. These circumstances of a city school district go far to explain the lack of local interest often found there. But are such circumstances all-controlling? Are they inevitable? Is it not possible to create other circumstances which shall have the opposite effect? That is precisely the question I wish to leave on your minds on this day of dedication.

My belief is that you can easily answer it. With a little concerted action you can readily kindle a local educational interest here which will carry your school to the highest pitch of excellence. And in this excellence you will take a just pride, inasmuch as the crowning part of the work will be yours.

What can you do? Many things. Let me just mention a few. You will think of many more.

Visit the school, visit the classes, not only when you dedicate your school-house, or when a class is graduated, or on other public days, but on any day of the year. Visit the school often—as often as you go shopping, for example. Come an hour before train time, and call on the teacher of your children before going into the city.

Come when the teachers have done something which pleases you. Of course we know you will come when things displease you, when Johnny or Sarah has got into trouble. And you will be welcome even then. Come with your complaints at once—the sooner the better—and have them settled. But do not fail to come also when you have something pleasant to say to the teacher. She needs all the encouragement your kind words can give. They will do her good, and through her they will do good to all the children in her class.

We hear much said just now about the extended use of school

buildings. There are many ways in which this school-house could be made the social centre of this neighborhood. Would it not be a good thing, for example, if you had a Wolcott School Club, composed of graduates and friends of the school, parents, citizens, and young people, which held its meetings here? Lectures, concerts, singing classes and entertainments you might have. The proceeds of some of these could be used for buying books for your school library, pictures and statuary for the further beautifying of this hall.

So may this house be dedicated to education, and to all social interests which may be associated with education appropriately and helpfully.

The CHAIRMAN.—I next present to you a Dorchester woman well known to you all. She has spent many years of her life upon the School Committee. She has at all times been interested in all of Boston's schools, in all of Dorchester's schools, and in the Roger Wolcott School—Mrs. Emily A. Fifield.

ADDRESS OF MRS. EMILY A. FIFIELD.

Mr. Chairman and Friends :

No one can congratulate you more heartily than I do on the completion of this building.

From the time when, under the guidance of Mr. Merritt, we turned that first sod, of which you have twice heard this evening, till Miss Weeks, who has done so much to embellish the building, hung the last beautiful picture on the walls yesterday, it has been a satisfaction and a joy.

It is true it is called an extravagant school-house, but I remember others have been called so. I remember when the Edward Everett, in the north part of our town, was built, it was called extravagant, and further back than that—but not quite so far back as Mr. Merritt remembers—I can remember that the dear old Tileston was characterized as a palatial edifice and far too costly.

But it is obvious that the advantages found in this building, with every modern appliance, must enable the teachers to do their

work successfully, and that the inspiration of such a building must make study a pleasure and not a task.

And nowhere will it be better appreciated or is it more deserved than in this residential section of our great city, this beautiful Mattapan, where famous artists still like to choose the subjects of their pictures and where people like to live.

Next summer there will come to Boston the National Educational Association, with fifteen or twenty thousand teachers, superintendents, and educators. Our Superintendent can show them not only educational centres and schools for a dozen nationalities, but right here in Mattapan a model school-house with every latest device and improvement, a model school with first-rate teachers and the very best of children.

There is here a great deal of the local sentiment so much desired by our superintendent. Parents, teachers, pupils, citizens, friends — all have a common pride in this new and beautiful structure now dedicated.

Together, we are grateful to the city which has given it to us. Together, we express our thanks to her who has adorned its walls and allowed us to give it its noblest, best gift, the name of Roger Wolcott.

We all have confidence in our public schools, and in the education they are actually giving to our children. We all mean to do everything in our power to preserve them in their integrity.

THE CHAIRMAN. — As the last speaker, I present to you one who has long been in the service of the schools of Boston. He has done his work well. I present him to you to-night as the friend of the pupils, the friend of the teachers, and the friend of us all, the Supervisor of this district, Mr. Walter S. Parker.

ADDRESS OF MR. WALTER S. PARKER.

Mr. Chairman and Friends of the Roger Wolcott School:

It gives me pleasure to add my congratulations to those already given on the wise forethought which resulted in this beautiful building, so well adapted to the purposes for which it was built.

As the chairman kindly limited me to five minutes, I did not think it necessary to write a formal address. I am, therefore, somewhat in the condition of the man who said that whenever he wrote out his speech in full he knew exactly what he was going to say, but when he did not write it out, the Lord only knew what he was going to say.

We gather here this evening to dedicate this building to the great cause of education. It is fitting that we recall the fact that Horace Mann, in 1837, having been elected secretary of the Massachusetts Board of Education, went home and wrote in his diary these words: "Henceforth I dedicate myself to the supremest object of mankind upon this earth." We believe he was right in his estimate of education, but we must not forget that when he made that record he had in mind a large, broad view of education. As parents and friends, it is a mistake for us to judge of educational results only by a test of superficial knowledge or by the reproductive power of memory. As parents, you intrust your greatest treasures to the care and guidance of the teachers, expecting thereby that your boys and girls will be trained to greater mental power and a higher moral conception of right and duty. The pupil's school life fails of its high purpose if it does not influence his life, his aspirations, his motives.

The end of education is in being, as well as in knowing; in fact, humanity wants help *to do duty* more than to know duty. In the course of lectures on educational subjects, given this winter on Saturdays in the Colonial Theatre, two of the college presidents suggested that our schools are doing practically nothing in teaching morals. That, it seems to me, is a great mistake, especially as applied to Boston, for there is scarcely a teacher who does not continually bear in mind the great importance of moral training, and who is endeavoring, by all the means in his power, to increase the moral stamina of his pupils, and a splendid work some of them are doing in this district.

To show the great advance that has been made in broader ideas of education, let me call your attention to the following example:

Dr. Samuel Johnson, the noted literary critic, the author of Johnson's Dictionary, a member of the literary club with Burke, Goldsmith, Garrick, Reynolds, and others, gave utterance to this thought, "If every one learnt to read, it would be impossible to

find any one who would do the manual work of the world," and that was only about one hundred and fifty years ago. He evidently had no appreciation of the dignity of human labor. It was only a few years later that one of England's worthies, a lord chancellor, is reported to have said that "he put his money with the stupidest banker he could find, and if he found any stupider he would change his account."

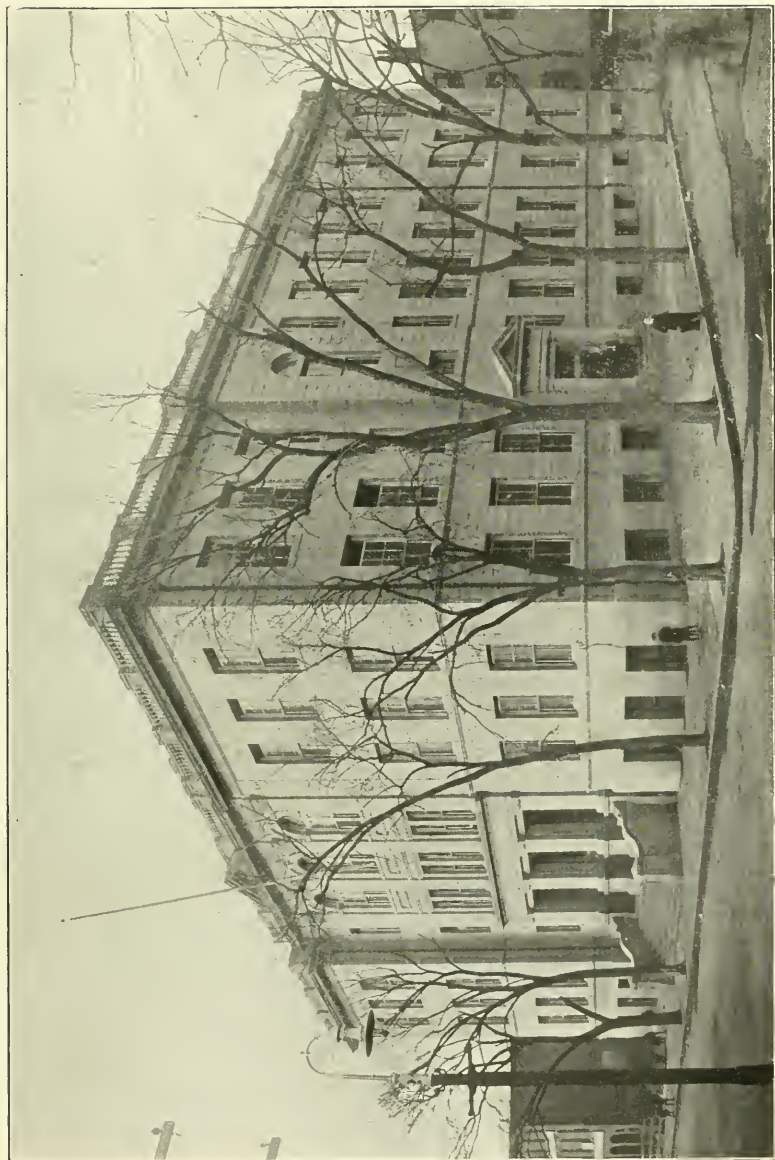
What a great change from that day to the present time, when education is well-nigh universal in America, and considered absolutely necessary in every walk of life. Now we educate the workman not merely to have a better workman, but to make him a better man.

I desire to add just a word in regard to the name of the school. It seems to me especially appropriate and fitting, and in every way worthy, for when we consider the high character of the man, the eminent service which he rendered this grand old Commonwealth, his lofty ideas of civic duty, his purity of life, his broad sympathy and generous impulses, we are pleased to say, that was truly a great man.

At the close of the exercises an opportunity was afforded those present to inspect the building, while others indulged in dancing in the main hall until a late hour.

DEDICATION
OF THE
BIGELOW GRAMMAR SCHOOL-HOUSE.

MAY 2, 1903.



BIGELOW SCHOOL.

BIGELOW GRAMMAR SCHOOL-HOUSE.

DESCRIPTION.

The new Bigelow School-house on Fourth and E streets, South Boston, occupies the site of the old grammar building for this district, erected in 1850, and torn down to permit the construction of the present school-house in September, 1899. The new structure, designed by, and constructed under the supervision of, Charles J. Bateman, architect, is of brick, with stone trimmings, three stories in height, and contains nineteen class-rooms, a room for nature-study, two manual-training rooms, assembly hall, library, offices, bath-room and gymnasium. The construction throughout is of modern and approved type. All corridors are lined to the height of five feet with white enamelled brick, with marble base; the lower corridor has a terrazzo floor; and the walls of the manual-training and bath rooms are entirely of white enamelled brick from floor to ceiling. The class-rooms are all well lighted. The "hospital pattern" is carried out in detail. All corners and angles are rounded; the windows are recessed to avoid the necessity of caps and mouldings, and the walls of the corridors are flush with the brick lining.

The assembly hall, seating about five hundred persons, is furnished with folding opera chairs on both floor and stage, the latter large enough to accommodate a full-size graduating class. On either side of the stage is a small ante-room. The library and master's

office are located on the second floor, each with a conveniently arranged supply room, with ample cabinets for storage of books and materials. The room for nature-study has cabinets on two sides, an operating table and sink supplied with hot and cold water and gas. The bath-room is equipped with thirty-six individual adjustable showers, thus affording accommodations for an entire class to bathe at one time. The gymnasium is about 30 by 40 feet in area, and about 20 feet in height, and is well furnished with suitable apparatus.

The sanitariums are constructed of marble, slate, brick, and asphalt, and are supplied with both hot and cold water.

The boiler-room contains two 65 h. p. boilers, one 35 h. p. Westinghouse engine, and an automatic steam pump; also an overhead track for conveying coal and ashes. Indirect heat is supplied to every room, as well as to the corridors, and by means of a 9-foot fan an abundant supply of pure fresh air is forced through the various ventilating shafts to all parts of the building. The direct heat is controlled by an automatic device, and a thermostat is placed in each room. The sanitariums are ventilated by a fan driven by an engine in cold weather, and by a motor at other seasons.

Ample provision is made for escape in case of fire. Iron stairways at the end of each wing lead directly to the roof of the gymnasium, which can easily be reached from the street. The staircases at each end of the building are of fireproof construction, and can be shut off by metal doors from the main building.

The school-house is equipped throughout by electric lights; all rooms are connected by telephone; and an electric clock system not only furnishes the time to each room, but gives any prearranged signal from the master's office or from any of the various fire alarm boxes located throughout the building.

All furniture is, of course, adjustable, and of the latest pattern.

DEDICATION.

The dedication of the new Bigelow School-house took place on Saturday, May 2, 1903, at 3 o'clock P.M., under the charge of the Committee of the Sixth Division, consisting of Thomas J. Kenny, chairman; George E. Brock, Daniel S. Harkins, William J. Gallivan, and Herbert J. Keenan.

The exercises began with the singing of a selection entitled "The Lark" (Veazie) by a chorus composed of pupils of the school. Mr. Kenny then delivered the following opening address:

ADDRESS OF MR. THOMAS J. KENNY.

Ladies and Gentlemen:

This school-house, having its foundation in soil already dedicated to the cause of education, is now completed.

It is a great pleasure to have present with us this afternoon gentlemen with whom the plan of reconstructing the Bigelow School originated. Perhaps I ought not to mention names, lest by giving some I might seem to omit others equally worthy; but we are glad of this opportunity to express to them publicly our gratitude for their courage and labors in rearing anew, in all its completeness, the beautiful building in which we are now assembled, and in which we behold the consummation of their loyal, faithful, and untiring efforts in behalf of the children who will gather here in years to come.

Occasions of this character are always a proper cause for reflection. What, therefore, is the significance of this event?

A little more than half a century has elapsed since the founding of the Bigelow Grammar School.

Dedicated May 2, 1850, it was designed for girls only, and, when opened, its pupils comprised the girls who had formerly attended the Hawes School on Broadway.

The building was named for John P. Bigelow, then Mayor of Boston. At the dedication of 1850 Mayor Bigelow was present and assisted in the exercises. It is a pleasing coincidence to-day that our celebration is also honored and graced by the presence of the chief magistrate of the city. The first master of the Bigelow School was Frederick Crafts, who came here from the Hawes School, where he had been in charge for ten years.

It may be interesting to turn our thoughts back and consider what South Boston had in the way of educational facilities at the time of the dedication of the first Bigelow School.

Our first school-house was erected on G street, marking what is now the corner of G and Dorchester streets. This school — in part maintained by subscription and under the supervision of one woman teacher — accommodated about ninety scholars.

Erected in 1807, three years after the annexation of South Boston or "Dorchester Neck," as it was then called, to Boston proper, the School Committee did not actually assume charge over it until the year 1811.

At the time of the annexation of Dorchester Neck to the town of Boston, the inhabitants of the peninsula naturally became dependent on the greater municipality for the support of their school. Boston, however, was slow to make necessary provision for this part of the town, and the young South Bostonians were still obliged to attend a private school maintained largely by local donations.

A petition to the School Committee in 1807 received no attention, excepting the passage of an order that all future consideration of the subject be indefinitely postponed. The inhabitants, however, did not acquiesce in such indifference on the part of the school authorities, and, as evidence of their interest in the cause of the public school, voted \$300 for its support for one year. This small sum was insufficient, and the townspeople were obliged

to come to the rescue again, and they cheerfully subscribed an amount to make good the deficit. Thus was the first school established on G street.

The early records furnish some very interesting data concerning the surroundings and life at this school.

An old resident who attended it during the "War of 1812," as it was called, speaks of it in after life as having been in the midst of a veritable camp. The South Boston school children of 1812 had visible reminders around them of the war-like conditions existing in the country. In their own homes the fathers and mothers would review constantly the great naval events then transpiring, and the lessons thus taught and the patriotism expressed became a part of the early education of those young Americans.

The first master was Mr. Zephaniah Wood, who was only twenty years of age. Besides being a teacher he knew something of theology, and preached for the Hawes Place Congregational Society. In the meantime the school appropriation was increased, and South Boston was finally placed on an equal footing with other localities.

In 1821 the citizens began to feel the need of having a new school-house, and accordingly a petition to this effect was prepared, signed, and presented to the School Committee, and in February of the year following, in consequence of this fresh effort, that body voted it expedient that a new school-house be built, and, also, that it should consist of at least two rooms, each sufficient to accommodate 150 scholars — three times the number in a modern school-room, which is still too many, and which we all hope in order to promote greater efficiency in our public school system may be reduced to a still lesser number of pupils per room. The ideal training of youth demands a less crowded school-room. Surely the day must come when, instead of fifty pupils with the trying and unyielding exactions consequent from so large a number, we shall pass into that perfect condition which will permit more concentrated attention to the individual scholar.

But to return to the new school. A site was selected and in 1823 the brick edifice, still known as the Hawes School on Broadway, was ready for use. When this building was opened, a demonstration of an unusual kind was made. The scholars marched

in procession, and the people witnessed a sight which was of much interest to the entire community.

Early in 1840, because of its overcrowded condition, a portion of the Hawes School was transferred to Franklin Hall, at the corner of Fourth street and Dorchester avenue. This was designated as the "Branch School," and the names of 178 pupils were enrolled on the register as having been brought from the Hawes School.

In November of this same year the school in Franklin Hall had so increased that it was necessary to transfer a part of the pupils back to the Hawes School. South Boston was now becoming a growing part of the city, and it was patent that something must be done immediately toward providing greater accommodations and facilities for its school population.

It therefore came about that in 1841 an order was passed authorizing the erection of a new and more commodious school-house to take the place of the Branch School, to accommodate the residents of the lower section of the peninsula.

A piece of land was purchased on Broadway, between B and C streets, and the school building now known as the Parkman Primary School was erected.

There was some difficulty in reaching an agreement in naming this building. After much deliberation it was proposed to call it the Everett School, and again, upon another occasion, it was suggested that it should be known as the Lowell School. Both names, however, were rejected, and it was finally called the Mather School, in honor of Richard Mather of Dorchester.

This school-house was opened in March, 1842, and in May following was reported as having 352 pupils. It was first under the charge of Mr. Jonathan Battles, who brought his pupils over from the Branch School, but continued without being fully organized until August, 1843, when Josiah A. Stearns was appointed grammar master and Mr. Battles writing master. It should be remembered that in those days the responsibilities were thus divided. Thereafter the school seemed to receive a new impulse. It had labored under disadvantages arising from the want of a complete organization, but we read that, when this was accomplished, it immediately rose to a high rank among the other schools of the city.

It was then arranged that all school children residing above C street, the easterly side of C street, should attend the Hawes School, while all below, on the westerly side, were to pursue their studies at the Mather.

In 1847, however, the Hawes School territory had to be reduced again, D street becoming the line of separation, and thereafter the adherents of the respective schools probably settled their snowball wars according to the new line of demarcation.

About this time, or, to be accurate, in 1848, the Hawes School was divided into two distinct parts, one part forming the Hawes School for Boys and the other the Hawes School for Girls. This arrangement continued until the completion of the Bigelow School, when the Hawes School for Girls, as I have already stated, was transferred to the then new Bigelow School.

The primary schools of the city were at this period under the charge of a separate board or committee, independent of the grammar school board, and we have but little data or record treating of their character and work. There were a few classes in South Boston situated in the grammar school buildings and in private rooms.

In 1855, under a reorganization of the School Committee, all our schools were merged into one general system, the school board enlarged, and both grammar and primary schools placed under the control of a single body.

I have now briefly outlined the conditions existing in South Boston up to the dedication of the Bigelow School in 1850. At that time there were in the public schools of South Boston ten hundred and fifty pupils. To-day the whole number of pupils in the peninsula, including those attending our new High School, is in excess of ten thousand.

Fifty-three years ago to-day the inhabitants of this section of our city were assembled to dedicate the old Bigelow School, their hearts, doubtless, swelling with as much pride and gratification as we now experience. It is possible that descendants of some who composed that gathering may be with us now.

What better day, then, could we have selected to celebrate the completion of this, the new Bigelow School!

This day's celebration speaks to us eloquently, and urges each one to do his part, so far as in him lies, to perpetuate the tradi-

tions of our free public schools. The thousands of children receiving instruction to-day under our system of free text-books exemplify the pride and glory which our people feel in insuring the education and advancement of the citizen of to-morrow.

In this fair city of ours — the abode of so much wealth, happiness, and comfort, so much general knowledge and refinement — it must be the ambition of her true sons to bring the children of men together in accord, making them brothers of one heart and one mind, desiring those things which are lovely and of good report, developing in them the highest type of manhood and womanhood. The most potent agency to bring this to pass is the broad avenue of our public schools. To preserve them, therefore, as now established, we should be ever vigilant, ever watchful.

As chairman of the Sixth Division Committee, it only remains for me, before proceeding with the exercises, to congratulate Mr. Bassett and his corps of teachers on the excellent facilities for pursuing their labors now afforded them. To him and his loyal assistants, in this their new field of labor, do I bring to-day the greeting of my associates, and bid him and them continue onward in their march of never-ending progress; and, in the words of Bishop Spalding, may it be said of them, "their education is never finished; their development is never completed; their work is never done."

"Our hearts, our hopes are all with thee."

Mr. Bassett has already proven himself worthy of the confidence reposed in him by the School Committee. May he long be spared as an inspiration and guide to the youth of the Bigelow School District! While he is with us we know that only good seed shall be sown in this field, which shall grow until the time of the harvest.

Mr. Kenny concluded his address by saying:

Ladies and Gentlemen:

First in the order of exercises is the presentation of the building to the School Committee by Mr. Charles J. Bateman, its architect, after which the building will be accepted, on behalf of the

School Committee, by Mr. Grafton D. Cushing, president of the School Board, and will in turn be delivered over to Mr. Bassett, who will accept the custody of the building.

I have now the pleasure of presenting to you the architect, Mr. Charles J. Bateman.

ADDRESS OF MR. CHARLES J. BATEMAN.

Mr. President :

It gives me great pleasure to be here this afternoon to take part in the ceremonies of the dedication of the new Bigelow Grammar School, upon which I have spent many days of study and supervision that the children of South Boston should have a good, substantial, well-equipped building, in which is this large exhibition hall, twenty school-rooms, library, master's and sub-master's and teachers' rooms, with separate toilets; two main staircases of iron, two fire-escape staircases, spacious corridors well lighted, one central and two side entrances, two work-rooms, gymnasium and shower-bath room, toilet-rooms, large boiler and coal-rooms, with trolleys for carrying coal or ashes, also four exits from the basement. Everything in the heating, ventilation, and plumbing lines is up to date. I hope the comforts herein contained will be appreciated by the occupants and be a lasting benefit to them.

The several contracts have been duly performed to my satisfaction, as the architect for the City of Boston, and now, Mr. President, it is my pleasing privilege to present to you for dedication this building.

Turning to Mr. Cushing, Mr. Bateman handed him the keys of the building.

RESPONSE OF MR. GRAFTON D. CUSHING.

SIR, — I accept these keys, and thank you on behalf of the School Committee for the substantial and commodious building you have designed.

Turning to the audience, Mr. Cushing continued :

Ladies and Gentlemen :

The dedication of a new school-house seems to me the most hopeful thing in the world. It is like the baptism of a child —

a dedication to God and humanity. But there is this difference : In a man there are infinite possibilities for good, and also the chance of infinite evil ; in a school I can see no possibility of evil. Our schools teach us to seek the truth, and if we believe in anything we must believe that the truth is good.

I like to personify our school-houses. It is pleasant to liken our early, rude schools to the first settlers — plain people, austere, narrow, perhaps — who, in the fullness of their time, passed away, and left behind them a race of vigorous descendants. I like to think that in the same way these primitive schools have given birth to a numerous progeny, which have gone forth to colonize the West, carrying our ideals throughout this land. They have grown, as we, the descendants of the early settlers, have grown, in wealth and in knowledge ; their horizon has been broadened : they have become rich and prosperous, and stately buildings have taken the place of log cabins. The whole realm of knowledge is opening up to them, and they must fain investigate every department of human learning. It is a thing to be rejoiced at, this growth, material as well as intellectual, for growth is a sign of life ; only the material growth must not degenerate into luxury, nor must the intellectual result in lack of thoroughness. The moral vigor which characterized the founders of our system of education must be preserved unimpaired. Can you not imagine the spirits of our old schools looking down from the place where the spirits of departed school-houses go, and glorying in the splendid development of their descendants.

Addressing Mr. Bassett, the speaker said :

Mr. Bassett, I hand you these keys, which give you the power to open the gates of knowledge to countless generations yet unborn. Lead your scholars along the pleasant paths of learning, and teach them that there is nothing more precious than the truth.

RESPONSE OF MR. J. GARDNER BASSETT.

Mr. Chairman, Ladies and Gentlemen :

I receive these keys from your hands, Mr. President, with a full appreciation of their significance, and I thank you for the honor imposed upon me.

Fifty years ago, when the old Bigelow School was built, it was one of the few modern buildings erected for school purposes. It contained fourteen class-rooms and an assembly hall. While it was considered a modern school building in its day, in the light of more modern thought it was ill-adapted for school purposes. The present building is as far ahead of the old as the latter was in advance of the country school-house. It contains nineteen class-rooms, a library, a room for nature-study, two woodworking rooms for manual training, a bath-room, a gymnasium, and this hall.

The citizens of this historic peninsula may look with pride upon this structure. It is an ornament to the City of Boston. Its influence is elevating in the community. The standing of this school has always been among the first. This I maintain has been largely due to the permanency of its corps of teachers, and to the hearty coöperation of the parents with the teachers, without which their influence is largely lost.

I wish to enjoin upon you, fathers and mothers of the Bigelow District, to continue this support, and to encourage the teachers in the work of educating your sons to become upright citizens of this city and of the good old Commonwealth of Massachusetts.

Mr. Chairman, in accepting these keys, I receive them as a trust, which implies a confidence as well as an obligation. This trust relates not to the safe-keeping of this building alone, but to the more far-reaching responsibility of guarding and guiding the education of these boys who come here to build up character. Character is the foundation of success. The years spent in the grammar school are the formative period of a boy's life. In them he receives the impetus that is to govern his whole life. In them it is not so much the knowledge of books he acquires as the spirit which prompts his thought and action. A large proportion of the boys who graduate from the grammar school have finished their elementary education, but they reach out into that larger school of active life, where they stand shoulder to shoulder with men. How necessary that they should have formed right habits of thought and elevated ideas of sound moral character. It is along this line we strive to educate them. This character building, this striving to develop good citizens in the community, is governed by surroundings. However hard the teacher may labor, however

diligently and persevering, unfavorable environments will largely counteract her work.

I speak from experience. This splendid building is a teacher and an example of what a modern school building may do. These faithful and loyal teachers will bear me out when I tell you there never was a time during the history of the Bigelow School that the boys were so gentlemanly in and about the building as the present. There never was a year when they passed to and from their homes so orderly. Self-government has made a wonderful advance since the old school building gave place to the new.

Truancy has decreased one-half. Corporal punishment, I believe, has ceased to exist. There has not been a case this year. In 1896, according to the Superintendent's report, 50.3 per cent. of the average number of boys belonging to this school received corporal punishment; one boy in every two, or some 361 cases. In 1897 there were 232 cases. In 1898 there were 152 cases. In 1899, 133 cases. In 1900, 97 cases. In 1901, 71 cases. In 1902, none.

I make this statement with no little pride, for I firmly believe that no one will contradict me when I say that as corporal punishment has decreased the gentlemanly bearing of the boys in and about the building has been elevated. These facts, I trust, appeal to the graduates of the school. The better environments are potent for good, and I appeal to you to become members of the Bigelow School Alumni Association, which has recently been formed, that you may still further enhance this excellent work.

We ask you to do what you can toward adorning these walls with beautiful pictures and works of art. No words of mine can speak so eloquently of such a need as these bare walls.

The School Committee has been criticised for expending money too freely on its school buildings. It has been said that the gymnasium and the bath-room are superfluities, that they are unnecessary. The City of Boston, through its generosity, is building elegant structures in which to educate her children, and she is constantly demanding efficient teachers through which to build up these youthful citizens.

What is the extra expense of a well-equipped bath-room, a gymnasium, and woodworking rooms in comparison with the

educating influences that will be potent for good to the thousands of boys who will be benefited by their use !

This is a grammar school building, complete in every detail. It is not elaborate ; it is substantial and plain.

Here, Mr. Chairman, allow me to thank all those members of the School Committee, past and present, who have been instrumental in making this beautiful building possible.

The chorus then sang a lullaby (Marshall).

The CHAIRMAN. — Ladies and Gentlemen, the next number in the order of exercises calls for the introduction of a member of the Board of Supervisors, a gentleman whose every-day life brings him in contact with the schools of our district. I might say, indeed, that he is the Superintendent of the South Boston schools. I have great pleasure in presenting to you Mr. George H. Martin, Supervisor of Schools.

ADDRESS OF MR. GEORGE H. MARTIN.

Mr. Chairman, Ladies and Gentlemen :

I am especially interested in this occasion for a personal reason. As Mr. Bassett has told you, I knew him a long time ago when he was preparing for his life work as a teacher. Neither he nor I looked forward to such an occasion as this, when he should have the successful administration of this great school in such a palatial schoolhouse. But I am not surprised, for in this gratifying success he has only fulfilled the promise of his youth.

I called the building palatial, for so it seems to those who remember the old building, and even more to those who remember the schoolhouses of an earlier day. It even seems so to the boys. On the day when the boys came into it for the first time, the members of one class were asked to write their impressions of the new building. One boy in his enthusiasm wrote, " It is fit for kings." And yet the features of it which please and perhaps astonish us are the common sense things which all schoolhouses should have. It is built of stone and brick and iron for safety. Its corridors and stairways are broad to facilitate orderly and rapid movement,

that there may be no crowding, no panics. Its rooms are commodious, well-lighted, well-seated, well-ventilated, well-heated, that the health of the children may be conserved. The building contains special rooms for special work, — for carpentry, for science, for gymnastics, and for baths, — because these are known to be essential features in elementary education. I hope the time will come when no children in Boston will go to school in buildings where the provisions for health and comfort and convenience are less generous.

There is a disposition in many quarters to speak of the public schools as being too expensive. Many people underrate the importance of education as an industry. They talk about the natural resources of a city, and they shrink from no expense to develop them. They build railroads and canals, dredge harbors and rivers. They forget that the greatest natural resource of any community is its children. Resources do not develop themselves. They are developed by men, and the men must be developed first. This is the business of education, this is the leading industry of every community and every generation. It underlies all others, and conditions all others. Neglect public education, let the schools languish for lack of public sympathy, or let them be hampered by a false economy, or weakened by personal or political intrigue, and there will soon be no captains of industry and no merchant princes. Social progress of every sort, whether material or intellectual or moral, must have its roots deep in the system of public education or it will wither and die. It is an old saying, "As is the teacher, so is the school." Beyond that, "As is the school, so is the community."

The CHAIRMAN. — Ladies and Gentlemen, in presenting the next speaker, I think I may introduce him as our leading citizen, one for whom everybody in South Boston has the highest regard and the highest respect, a man whose entire life has been given to the uplifting of his surroundings. I have the honor to present to you Hon. Joseph D. Fallon.

ADDRESS OF HON. JOSEPH D. FALLON.

Mr. Chairman, Ladies and Gentlemen :

It is nothing new for me to be called upon to say a word, either to the pupils of any school in South Boston, or to their parents, or to their teachers. Year after year, for twenty years, it was my official duty to do this ; and I doubt very much if in all my life I have had a pleasanter duty to perform. I was elected a member of the School Board of this city thirty-eight years ago — before many of the gentlemen in this audience, and I am sure before any of the ladies, were born. So you see it is perfectly natural for me to be here to-day, and I ought to feel at home.

When I was elected a member of the School Board of this city the number of pupils attending the public schools was about 26,000. The number to-day, I believe, is somewhere about 90,000. But if we had only 26,000 pupils, we made up in the number of the School Committee, for we had 72 members. In looking over the list some time ago of those 72 gentlemen who formed the School Committee of Boston in 1865, I found, I think, that two or three are still living — and only two or three — so that you may consider me an old relic.

I have been pleased at a great many things I have heard here this afternoon, but nothing pleased me more than the information which the master, Mr. Bassett, has given you — that he has been able to conduct this school without the use of corporal punishment. I am sure Mr. Seaver, the Superintendent of Schools, who has done a great deal in this line, will bear me out that while I was a member of the Board I did all in my power to do away with corporal punishment — a relic of barbarism — and that I always considered that the character of a teacher was largely to be determined by his capacity to maintain and conduct his school without this barbarism.

There has been considerable criticism of the School Committee for the way it spends the city's money. Now, I have no fault to find with whatever is spent for streets or lamps or hospitals or for rapid transit or for parkways, or for any other improvements that may be made in the City of Boston ; but this I do not hesitate to say, that there is no department in the whole City of Boston which

will give back to the city such splendid returns for the money spent as the public schools of this city.

I congratulate Mr. Bassett upon the magnificence of his school building; and I congratulate the parents of the children who come here that they have such a man as Mr. Bassett at the head of the school.

After the singing of "The Little Bird" (Soderberg) and "Because" (Strelezki) by the chorus the Chairman said:

Ladies and Gentlemen: I know that we are all looking forward with pleasurable anticipation to the next number in the order of exercises. Fifty-three years ago to-day the celebration was honored by the presence of the Mayor of the city; and to-day our celebration is also honored and graced by a distinguished successor, the Mayor of Boston of to-day. His presence here, I am very happy to say, ensures the success of this celebration—for without him it would not have been complete. I have the honor to present to you the Mayor of Boston.

ADDRESS OF MAYOR PATRICK A. COLLINS.

Mr. Chairman, Ladies and Gentlemen:

It is possible that my veracity will be questioned when I have to admit that, though an old campaigner, I am perplexed for thought or word fitting this interesting occasion. I am flung, as it were, somewhat suddenly from the strife and struggle of the executive department on School street into this serene atmosphere of self-content and mutual congratulation. I cannot bring to this occasion any of the sweet contentment which seems to radiate from Mason street—a spending department—because, unfortunately, I am placed in the position of having, with my colleagues in the government, to find somewhere the money that it is insisted should be spent so generously. Nor will it be questioned, I think, that it is easier to spend than to find; so

that the embarrassment does not rest upon the shoulders of the gentlemen who have addressed you, so fluently, so eloquently, and so confidently, but rather upon those who, somehow, in some way, fighting the Legislature at one end and extravagant demands at the other, have somehow to make both ends meet at City Hall.

I asked, when I came here, how much it cost to provide for the schools of Boston 53 years ago, when my great predecessor came to this spot to dedicate the old and sufficient building for the time; and I have been advised that the amount was about \$100,000 for the whole city. To be sure, Roxbury, Dorchester, Brighton, and West Roxbury were not then annexed. We are spending to-day in Boston a little over \$5,000,000 for the school establishment. The School Committee, when they calculate the per capita cost of teaching children in Boston, and send up for approval an appropriation bill carrying more than three and a half million dollars for current expenses, forget that a million and a half dollars have also been appropriated this year for building new school-houses, making up for the neglect of the past, and that it costs, reckoning the expense of new school-houses as well as the regular budget, very much more than \$5,000,000, or \$200 in six years to teach a grammar-school child. It costs about \$54 a year for each child in the schools of the City of Boston.

The city is extremely liberal. There is nothing that can be done for the schools that the taxpayers of the city are not willing to provide. All that the taxpayers ask is that what you do shall be done well; that what you do, and what comes to your hands to be done, shall be done with all your might and main, with all your heart as well as all your intelligence, and that you send out the boys and girls into the world — those of them who graduate here and go no further, and also those who go higher — with the best equipment for the money that can be furnished by the educators of the City of Boston.

I cannot quite catch — perhaps it is my own normal dullness — the idea expressed here by the Supervisor, that you might wipe out all the natural resources of the country and leave the men and women and boys and girls here, and that the country would get on. Pardon me for saying that the world would starve to death in one year if things were not produced from natural resources, and that men and women could not accomplish anything if they

could not have anything to eat. When they had eaten all that the resources of the country produced, there would not be anything for them to do but to die — and a public-school education would not help them. So we must produce food and raiment and ten thousand other things to keep the human race on the planet.

I have come, however, to say nothing contentious — but perhaps something suggestive. We can all learn something from one another. The largest amount of money ever appropriated for school purposes in an equal population was appropriated by the City of Boston, freely, generously, liberally, this year. The largest amount to educate a pupil, I think, in the world, and certainly in the United States, is expended by the City of Boston. Let every man and every woman in the School Committee understand that the school establishment is supported, therefore, more generously than anywhere else in the world; and if there be any reason for a larger expenditure and a wider scope and a more splendid development, the providing department of the city government will not be appealed to in vain. All we ask is a fair educational result.

The chorus then rendered a selection, entitled “The Birthday of the King” (Neidlenger).

The CHAIRMAN.—Ladies and Gentlemen, I am very sorry to announce that, owing to illness, Mr. Hills, who was to have addressed you, is prevented from being present. We pass therefore to the address by the president of the Bigelow School Alumni Association, and I have the pleasure of presenting Mr. Thomas H. Keenan.

REMARKS OF MR. THOMAS H. KEENAN.

Mr. Chairman, Ladies and Gentlemen:

It is my privilege to represent the Bigelow School Alumni Association on this occasion, and to extend congratulations to the Bigelow School in the possession of this magnificent edifice which, through the generosity of the City of Boston, and the untiring efforts of the School Board, we are enjoying to-day. Another

task has been imposed upon me, and one, I assure you, of a pleasant nature, and that is to present through you, Mr. Chairman, in behalf of the Bigelow School Alumni Association, these pictures, which is but the beginning of the work that our Association has voted to perform in assisting in decorating and adorning the walls of this school-house. It is the fond wish of our Alumni Association that the good work performed by the Bigelow School during the past half century will be continued, and that the Bigelow School will ever maintain the high position which it occupies among the educational institutions of this city and Commonwealth.

The CHAIRMAN. — Mr. Keenan, Ladies and Gentlemen: On behalf of Mr. Bassett and of the School Committee, I gratefully receive the splendid and magnificent testimonial which the Alumni Association has tendered to this school. May it always recall to those who visit the school the names and the associations which it is intended to perpetuate.

The next in the order of exercises is an address by the editor of the Journal of Education. I have the pleasure of presenting to you Dr. A. E. Winship.

ADDRESS OF DR. A. E. WINSHIP.

Mr. Chairman, Ladies and Gentlemen:

An eminent physician recently remarked that the man who should practise medicine to-day, who has learned nothing in surgery in twenty years, would be criminal, while in education there had been no improvement in the public schools in forty years.

This remark simply shows how intelligent a man may be in his own specialty while grossly ignorant in other directions. The public schools have made as steady and as noble advance as surgery, whether the test be for ten, twenty, thirty, or forty years. Look at this, the most perfect elementary school building probably in the world, and compare the light, heat, and ventilation, the basement and lavatories, the arrangements for clothes, rubbers,

umbrellas, provision for drinking water, the chairs and desks, the blackboards and walls, and all other appointments, with the best elementary school building in the world forty, thirty, twenty, or even ten years ago, and show if you can steadier progress or more complete in surgery or in modes of travel.

If you prefer, take the subjects taught. Drawing was unknown in elementary schools forty years ago, and not until within ten years has it had any of the ease, grace, beauty, and adaptability of the present day. Compare your memory of the old-time bare walls or even the premium chromos with the noble works of art in thousands of American school-rooms. How long have we had cooking and sewing, nature-study and literature, history and civil government, as they are now taught?

Forty years ago flowers and animals, physics and chemistry, were studied from books, and the very few who ventured to bring flowers into school-rooms or perform an experiment in physics and chemistry were ridiculed as faddists. History was an array of dates; literature was a recitation of the times of birth and death, with a list of books written by the author; geography was the bounding of states and countries, the naming of capitals, the giving of length and direction of rivers and height of mountains, and rapid recital of lists of capes, bays, gulfs, seas, and lakes; reading was taught by the tedious process of beginning with letters, as was writing. Weary months were wasted on idle repetition of words of two letters, mostly meaningless. There was neither expression nor appreciation. Most exercises were of the concert order. Good reading was the imitation of an oratorical effort. Good spelling was grappling with trouble-making and unheard-of words. Arithmetic consisted largely in concert repetition of tables, the solution of puzzles by a few bright scholars, and the consternation of other pupils, while most of the time was devoted to repeating some mechanical form of explanation with the proper arrangement of "if," "but," "wherefore," "therefore," "whereas," and "because."

Read the letters of the common people, or even of the officials of even forty years ago, and then take at random letters written by people in the same rank in society to-day and compare the spelling and the grammar, or compare the account books of those days, whether of the individual or of the firm, with those of the

same relative rank to-day. Better yet, go up to the School Board rooms in Boston and examine the famous morocco-covered volumes of the best work of the schools of fifty years ago, and then look at the work on exhibition in the Boston schools on public day within the next month, and find expression, if you can, to your sentiments.

But it is entirely natural for people who know nothing of modern education to say absurd things. President Nicholas Murray Butler of Columbia College has recently said officially that the graduate of Columbia College to-day does not begin to get so much out of his course as did the graduate of twenty years ago, — that was the year he graduated. Every high-school graduate is sure the scholars enter very much younger than he did. None of us can believe that the children to-day are as old, as wise, or as well behaved as we were at that age. Even the street-car advertisement of “the kind of pies our mothers made” is simply popularizing President Butler’s exclamation. We are all guilty of the same feeling regarding the superiority of our own youthful exploits. The fact remains that the greatest and grandest advance in American life is in her public schools, and all of our famous American progress results from development of the public schools.

The CHAIRMAN. — Ladies and Gentlemen, the next number will conclude the speaking; and the gentleman who is to address you, I am sure, requires merely but the presentation of his name. He is the Superintendent of all the schools of Boston, and surely in one of his own school buildings he hardly needs more than the suggestion of his name. I have the pleasure of presenting to you Mr. Edwin P. Seaver.

REMARKS OF MR. EDWIN P. SEAVER.

Mr. Chairman and Friends :

I had thought that I might conclude the speaking quite briefly, by using the old form that “There has been so much said, and, on the whole, so well said, that there only remains for me to

add — nothing.” But I want to say a word or two. I want to join with my old friend, Judge Fallon, in expressing gratification that the “relic of barbarism,” as he fitly terms it, has disappeared from the Bigelow School.

Just a word on the meaning of that. It is not the disappearance of a little pain, felt on the palms of the hands; it is not the disappearance of a little inconvenience, a little disagreeable element in the experience of all boys. It means that the teachers of this school, under the guidance of their master, have found a better way of appealing to the motives that determine the conduct of boys. They have found how to appeal to their higher motives with good effect — and that is in itself an immense moral improvement in the education that is given in this school. I trust that I may yet live to see corporal punishment disappear from every school in the City of Boston. I believe this to be possible; and I hope more than ever to-day, after what we have heard, that we may yet live to see this come to pass.

I would like to add a word on the rapid increase in the number of school children and the consequent demand for more school-houses.

The other day I compared the figures which are soon to be published, for the purpose of ascertaining the increase in the number of pupils belonging to the public schools in one year. The figures for January 31, 1903, compared with the figures for January 31, 1902, show an increase in the average number belonging to all the schools of 2,706. For the last five years, the school children have been increasing at an average rate of over 2,500. This year it was a little larger than the average — 2,706. How many scholars does this building accommodate? Well, probably 900 or 1,000. What did this building cost? I am told that it cost somewhere in the neighborhood of \$185,000. Add to that, if you please, the cost of a site, and it will be moderate enough to say that this plant cost the city, or that a plant like this would cost the city, \$200,000. How many such buildings as this would it take to accommodate the additional scholars who have come in this year — 2,700 of them? Well, you see, about three such buildings as this. That would be \$600,000. Knock off \$100,000, and call it a half a million. Our needs in the matter of school

accommodations are increasing steadily at the rate of half a million dollars a year. There is no getting away from it.

Now, if the money necessary to build a half million dollars' worth of school-houses is not forthcoming, we shall have to get along as best we can. In years past, there has been a great deal of neglect. Thanks to the present administration, the utmost endeavors are being made to repair the neglect of past years.

It is not right to say that these additional children who have come in this year are on the streets. Oh, no. They are under cover. But how are they under cover? They are not properly housed. The other day, I went into a school hall no larger than this, in which I found four classes at work — in one corner a class curtained off, and a teacher; in each of the other corners, the same thing. There was a room full of children in the basement, and in the school-yard there were seven temporary buildings — slight, wooden structures. That is the way we are keeping temporarily under cover the children who come in from year to year — in halls, in corridors, in basements, in hired rooms of various kinds, and in the temporary wooden buildings.

The only point I want to make is that a great deal of money is required to house all these children permanently and properly. You, in this neighborhood, have your wants fully supplied. But there are other neighborhoods whose wants are not supplied; and your thoughts should go out to the other neighborhoods, and as citizens you should do everything in your power to enable the City of Boston to catch up; for she is certainly at the present time far behind where she should be in the matter of school accommodations.

There is this about it, however, that when Boston builds a school-house, she builds one which is not surpassed by the buildings in any other city in the land that I know of. You may go to any city you please and you will not find school buildings any better, any more beautiful, any better suited to their uses, than the buildings erected by the City of Boston. That is a fact in which we may take a just pride. And as the teachers see what buildings, what facilities, are provided for them, their response is: "We dedicate ourselves, we re-dedicate

ourselves, to the great work in which we are engaged; and we shall endeavor by all that is within our power to be worthy of the generosity of the city in providing for the educational wants of the children. We will do our part, and devote to your service our best endeavors."

The chorus then sang another selection, and the Chairman announced that the exercises were closed.

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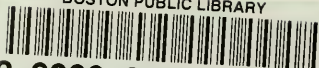
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